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Contents

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Retelling of the Concept of Widowhood through the Stories of B. L. Gautam

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B. L. Gautam
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Abstract

The present paper makes an effort to bring out the agony, pain and deep-seated desires lurking somewhere deep in the corner of their hearts. With the beginning of twentieth century and a rise in the social movements, the pleas of the widows were also taken into account. In the present paper, I have taken the short stories, "Mohammed A Mechanic and Mary A Maid" and "Easy Savitri" written by B. L. Gautam. In both the stories the women protagonists are widows and the fate they experience are somehow the result of their state of being 'widows'. However, the stories I am dealing with are contrasting in social set-up where one is the story of modern day city the other one is dealing with the rural framework. The stories are quite metaphorical as the names of its characters are taken from mythology who were chaste and totally devoted to their husbands. Where Mary is depicted as a maid in one story and Savitri is shown as a whore. So, these women characters are shown in complete contrast to the images already existing in the psyche of the human beings. The stories are a well thought out description of the lives of these

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Aditi
Retelling of the Concept of Widowhood through the Stories of B. L. Gautam   1

widows in their consecutive backgrounds giving readers a peep into their psyche and their designed lives.

Key Words: lurking, pleas, protagonists, metaphorical.

Difficult Processes of Developing an Identity
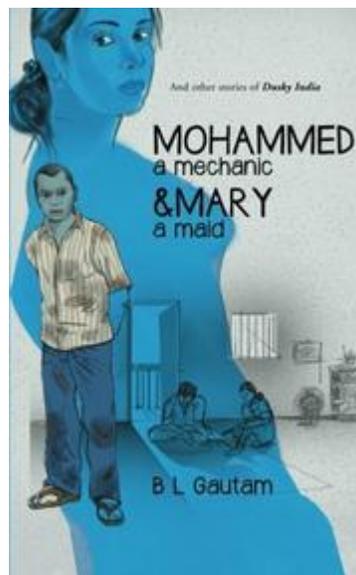
As women we have all gone through a diverse body of experiences. We have laughed and cried together on several occasions, we have grown up hoping the world would change for the better. If on one hand we have been thankful for the privileges life has accorded to us, we are equally conscious of the difficulties woman undergoes in the process of forging her identity. There is a definite bonding and empathy we share in reading, relating and interpreting women. In the course of my study, I have come across literature that is probing the many anxieties and frustrations in women's lives. It is also striving to recreate and rewrite a possibly new script of commitment and liberation, of affirmation and intervention. This paper seeks to pull those who have been pushed away from the centre by a constant politics of power and exclusion into a landscape of silence and seclusion. I am going to put my point forward with the analysis of two short stories namely, "Mohammed A Mechanic and Mary A Maid" and "Easy Savitri" written by B.L.Gautam.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Aditi
Retelling of the Concept of Widowhood through the Stories of B. L. Gautam   2

Unheard Voice in Past Literature

The Indian situation, as far as the question of women's identity is concerned, presents a very complex picture. Woman's voice was unheard of in literature for the last few centuries but still it has not become sweeter. No one even thought about the possibility of her voice whether sweet or bitter. Irony is that women in this world lose out by being women. The social inculcation is such as to incline them towards the so-called natural vocation of women, i.e., to be a wife and a mother. Subordination or acceptance of male authority, whether of father, husband or son, is a cherished Indian value sanctified by tradition. Their choices and potentials are so often thwarted by the societies of which they are integral part. The enclosed space indicating a woman's lot in the traditional Indian set-up is in response towards the eulogized Sita/Savitri prototype or rather the ideas and beliefs provided by *Manusmriti.* As Anees Jung opines, "I had not known then that silence could be a language through which women in this land realized themselves, I owe that legacy to my mother, a legacy which I am just beginning to unravel and understand." (Jung, 1987:20)

A Product of Man's Need

The traditional woman in Hindu culture was the product of man's need/requirement. Woman in any position or state of mind is potentially dangerous to man, hence a man has to be both wary of her and control her. It is this outlook, which dominates the traditional Indian male attitude even today. However, this kind of orthodox attitude was alien to the Vedic period. The respect she enjoyed during that time is incomparable to the present day. She was seen as the 'Divine Shakti' in *Kena Upanishad.* In the period of the *Smritis,* which followed the Vedic age, *Manusmriti* was written by Manu, the lawgiver of Hinduism. Manu's philosophy was:

During childhood, a female must depend upon her father, during youth, on her husband; her husband being dead, upon her sons, if she has no sons, upon the near kinsmen of her husband; in default, upon those of her father, if she has no parental kinsmen, upon the sovereign, a woman must never govern herself as she likes.

Relative Existence

Language in India www.languageinindia.com ISSN 1930-2940 14:9 September 2014
Aditi
Retelling of the Concept of Widowhood through the Stories of B. L. Gautam   3

Thus, she was denied the right of free existence. She, in order to appropriate her existence has to be in a relation with man whether it is as a wife or as a mother. Her existence is relative, and relational only with man. Even in present scenario, a woman is viewed only in terms of her relation to her husband, her children, her in-laws, her family, etc. Why she just cannot be herself having an independent identity of herself? Why she needs a relation to define herself? Why she is denied the opportunity of exploring her individuality on her own terms? And above all, Why she just can't be a normal human being? Why so many questions creep in only because of her being a woman? These are the questions which are lurking in every woman's heart since her birth which are rarely being answered and are ignored for their worthlessness by the patriarchal lot.

Where tradition is still the style

This style when takes a shape

When shape comes forth in color and candour

 It is the sentimental

 Indian Wife.

The Role and Stability of the Family

The survival of Indian Civilization depends on the stability of the family. The backbone of the matrimonial harmony includes the patient endurance, love, submissiveness and the forgive and forget policy of the wife. The Woman as wife plays an important role in upholding her position as wife and mother. The classical Hindu wife has to confirm to the concept embodied in the famous Sloka *Grahini, Sachivah, Sakhi, Mithah Priya-Shishyalalite Kala Vidhu* meaning that as a wife, woman has multiple roles to play. She has to be a counsellor, the playmate to the partner.

Karyeshu Mantri, Karaneshu Daasi

Rupecha Lakshmi, Kshamayaa Dharitri

Bhojyeshu Mata, Shayentu Rambha

Shat Karma Yukta, Kula Dharma Patni. (Achary: 351)

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Aditi
Retelling of the Concept of Widowhood through the Stories of B. L. Gautam   4

(A woman should serve her husband as minister while counseling, by her looks she should be as Goddess Lakshmi, like the earth in forbearance, as a Mother like feeding and in bed, she must be like the celestial beauty).

Wife

The nature of Indian wife is such that she readily accepts life with all its vagaries. The matrimonial ties, however cherishable and strong, are always in the danger of dissolution under the annihilating blows of various forces. As a wife and mother, service, sacrifice, submissiveness and tolerance are her required attributes. Excessive endurance and series of adjustments she makes in her life faithfully and obediently are her admired qualities. In the words of Mary Ann Fergusson, "…in every age woman has been seen primarily as mother, wife, Mistress and as sex object in their roles in relationship to man" (4-5). As a woman grows, she is inculcated with the ideas of self-abnegation, of pride in patience, of the need to accept a lower status through the mythical modes of Sita, Savitri, and Gandhari.

In scripture, in law, in sacred ordinances, in popular usage, a wife is declared by the wise to be half the body of her husband, equally sharing the fruit of pure and impure acts; of him whose wife is not deceased, half the body survives; how should another take the property while half the body of the owner lives (The law according to the Dayabhaga School c.1200 A.D.). If a woman is seen purely in relation to her husband then, what could be the status of those who have lost their husbands? They are victimized for being a woman which deepens further for being a widow. The paradox is that the women themselves are held responsible for the death of their husbands as, "the dayan had eaten up her own suhag" (Easy Savitri).

Widowhood

Widows are regarded as outcasts and denied access to socio-cultural life of their own family/community. Question of widowhood is linked with the issue of women's subordination and their struggle for empowerment within the patriarchy. A close look at some of the widows in the writings of Tagore, Raja Rao and Anita Desai deals with the problems of adjustment and belonging. Restraint, control and abstention are looked at as crucial to a widow's life.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Aditi
Retelling of the Concept of Widowhood through the Stories of B. L. Gautam   5

Keeping in view the patriarchal obsession with woman's "purity," it is not surprising that much of nineteenth century novels in India focused on this theme. Discrimination suffered by the disadvantaged will be my aim to show in this article. It brings out women's agonizing tales of repression and rebellion. I will try to look at the conflicts and contradictions, the anxiety and absences that determine the predicament of Indian widows.

Widows had no rights and their lives were determined by "Prescriptions, Injunctions and Laws" to regulate social behavior. They were made to follow a specific code of conduct to restrain them from erratic, impulsive and immoral desires. And if they do not follow this, they are taken to be immoral and unwomanly.

Mary the Maid

In the story "Mohammed A Mechanic and Mary A Maid," Mary, the maid to Negis is the central character and the entire story revolves around her. She is just twenty three years old and has lost her husband who was a drunkard. But life has never stopped for anyone and it is on a role every time. She is poor and in order to feed herself and her family she restarts her profession of a maid now at Negis, the typical Sahabs of upper class bureaucracy in Mumbai. Physically, she was very attractive and seems that the death of her husband had not impacted her beauty. She soon became the topic of everybody's discussion especially at Mohan Batteries, the hotspot of that area and everybody wanted to have her only as a mistress not as a wife. Rajesh Bajaj, owner of Mohan Batteries has a dig on Mr. Negi that, "Negi must be visiting heaven at least once a day then." Soon Mary became a part of Negis household as she was pleasant, smart and pretty good at her work. Mrs. Negi, popularly known as Tara Madam, a senior officer of Sales Tax under the State Government of Maharashtra and posted in Nasik. She visited her husband only at weekends and their only son, Rohit was in hostel. Mary had her age and her looks at her favor which made her Mr. Negi's favorite. She was the apple-candy of every male person in the colony, which everyone wanted to consume. She was 'objectified' as 'sexy doll' with which they all wanted to play. She is described animatedly by Bajaj as, "Look at the breasts, tight and shapely. You think of her hips and you will have erection. When she passes from here, all eyes escort her till the

Language in India www.languageinindia.com **ISSN 1930-2940** **14:9 September 2014**
Aditi
Retelling of the Concept of Widowhood through the Stories of B. L. Gautam   6

colony's gate. This lame locksmith too, the bastard keeps rotating the key in the hole for nothing; you can see a blue film in his eyes."

She is a maid, poor, a woman, and a widow, so, she is dehumanized into a commodity by the patriarchal society. She is seen available to them with no choices and desires of her own.

Mary knowing her limitations never tried to answer their lusty looks and always ignored them. She was trying to trespass the boundaries imposed upon her by the system, she didn't want to suppress her desires and wishes. However, she was aware that her relation with Mr. Negi was transient and had no future, but was enjoying it as much as she could.

She was a normal girl and had the same desires, aspirations and dreams as any other girl of her age would have. She had found a companion in Mr. Negi who could satisfy her physical desires and also made her feel like a wife. She was missing the wifely role in her life after the untimely death of her husband. "She often hurled those wife-type angry looks if Negi crossed three pegs or if he didn't turn down his friends' proposal for dinner at some oft-mentioned restaurant, or sometimes for his over-indulgence into those man-man jokes," Bajaj never missed to observe these stances between them. Mr. Negi was having what he wanted and Mary got another chance to play her role as a 'wife,' which she wanted to do and also got to wear the clothes of Mrs. Negi. In the absence of Mrs. Negi, she enjoyed herself as Mrs. Negi and gave commands accordingly.

Mohammad the Mechanic

Mohammad, the mechanic at Mohan Batteries was very much like the others at the place. He was completely occupied with himself. He is, "oblivious of his surroundings. But no, Mohammed has been a teetotaler all through his life. He eats also very less. Necessity quietly and slowly becomes habit. He is fond of nothing." Like Mary he was also very poor but unlike her, he never tried to control his limits. He had lost all sense of change and had accepted his state as his fate. He was an orphan and showed no sign of emotions towards his fellows throughout the story.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Aditi
Retelling of the Concept of Widowhood through the Stories of B. L. Gautam   7

Only with Mary, we see him come out of his cold and controlled behavior. He detested Mary's commands as it hurt his self-respect. He never tried to go near her and always tried to have a control over himself, but when Mary's pregnancy is revealed to Mrs. Negi, he starts living with her and she also starts bringing food to him as a wife does. So, Mary as the name is suggestive of 'Virgin Mary' who stayed a virgin even after giving birth to 'Jesus Christ' (according to Catholics' belief), was completely in contrast to her. She has depicted the modern day state of a widow who is dehumanized and commoditized as an "object." She has the normal human emotions, desires, feelings, longings and dreams as others have, but her being a widow makes all her desires immoral and are deemed disgraceful to her. She is supposed to be bereft of basic human emotions and sensibilities.

Easy Savitri

Likewise, in another story entitled, "Easy Savitri", set in rural India, we are shown the predicament of Savitri, the protagonist and the disgrace she suffered for being a widow. Her husband Prabhati was a lanky young man and an asthma patient. On the wedding night, when Savitri took the lead, she was kicked off and called a 'whore' by him. From then onwards, the word 'whore' got attached to her and never left her. Soon she became a 'game' for him; she was dehumanized as an animal. When she was beaten up by Prabhati during her pregnancy, he avoided hitting her on the stomach. "It reminded Savitri of her mother's advice, "Aye chhori, be careful, don't lash the buffalo now. And not at all on the belly. She is carrying now. Her signs are as a female calf this time; one more buffalo in next three years, God willing." She suffered silently without ever questioning his authority; she would hush her inner bird every time it came to squeak. One winter night, he suffered an asthma attack and died, for which Savitri was held responsible. She and her daughter were treated as sinful creatures who brought disgrace to their family. When her husband died, he left huge debts on the family and Savitri being the head of the household had to pay for that. She recalled the train journey and felt the same for herself at this decisive moment, "A new world comes to you at a fast speed and goes past without staying for a moment. Watch it, feel it. Good , bad or ugly. But quickly."

She knew mathematics well and readily accepted that only working as a labor cannot sort out her monetary problems. So she used her body to earn money for her family and to pay back

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Aditi
Retelling of the Concept of Widowhood through the Stories of B. L. Gautam   8

the debts and to have her land back from Gurdaram. The word "whore" attached to her by her husband was now given to her by the society also. She is a widow but she broke the restrictions imposed upon her by society. In fact the journalist who is writing her story also did the same to her daughter, Pankhuri. He made her pregnant and then left her but Savitri got her quickly married off, to save her daughter face the fate which she had undergone. In order to survive and earn money, she suppressed the voice of her conscience and did that which she felt was appropriate. She made money out of her body which is a commodity for the persons consuming it. She is looked down upon for her characterless immoral behavior.

Hence whether it is a city, a village, a rich society or a common society, the condition of widows is the same. They are victimized and made to suffer for their loneliness. They are mistreated and are taken as 'things' which are on display. The predicament of women is the same in the Indian society, where they are deprived of essential human emotions and desires and are marginalized for being 'widows.' Deepa Mehta's "Water" takes up this issue as a significant challenge and seeks to highlight the vituperative measures adopted by orthodox Hindu Brahmins to suppress and segregate women from the mainstream. Any attempt to walk out is treated with disdain. As a critique of social reality, it brings out tales of women's agonies of repression and rebuke and their undying spirit to come out of the stereotypical images and to celebrate the liveliness of life.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Aditi
Retelling of the Concept of Widowhood through the Stories of B. L. Gautam   9

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Aditi
Retelling of the Concept of Widowhood through the Stories of B. L. Gautam   10

Review of *Aspects of Split Ergativity*

Reviewed by
Amitabh Vikram Dwivedi, Ph.D.

Abstract

A review of *Aspects of Split Ergativity* by Jessica Coon is presented. Aspect-based split ergativity refers to splits in agreement or morphological case which are the result of different syntactic structures. The review presents a brief description of split ergativity by way of introduction. The book is presented in two parts with seven chapters. Content of each chapter is presented and discussed.

Key words: Split ergativity, person split, tense, aspect, semantics of ergativity
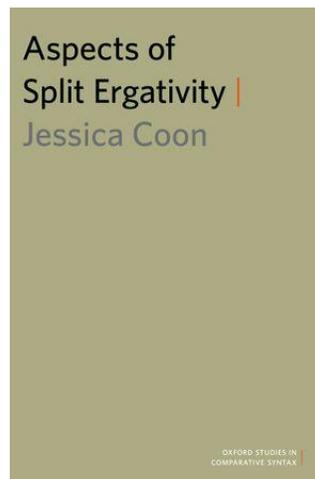
A Theory of Aspect-Based on Split Ergativity

In *Aspects of Split Ergativity*, Coon argues for "a theory of aspect-based split ergativity" (p.1). She deals with the languages with aspect-based split ergativity in which splits in agreement or morphological case are the result of different syntactic structures. This theoretical work is an

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity*   11

expansion of the ideas of split ergativity in progressive aspect, proposed by Laka (2006) for Basque. Coon proposes that "transitive subjects are always marked ergative; intransitive subjects and transitive objects are marked absolutive" (p. 1). The author focuses on nonperfective aspects with complex auxiliary constructions and demoted objects.

Seven Chapters in Two Parts

The book is organized into seven chapters: Introduction, Mayan Background and Clause, Verbs and Nouns in Chol, Explaining Split Ergativity in Chol, Beyond Mayan: Extending the Analysis, The Grammar of Temporal Relations, and Conclusions. These chapters are the parts of two thematic divisions. The part one, *Complementation in Chol,* follows a general introduction on ergativity and split ergativity which provides an outline to the book, and the part two, *Theory of Split Ergativity,* is followed by three appendices (abbreviations, narrative text abbreviations, and the summary of basic constructions).

Chapter 1 on Ergativity and Split Ergativity

Chapter 1 (pp. 1-15) provides a brief outline to the issues which are going to be presented in the following chapters. She discusses ergativity and split ergativity; the author observes that "it does not make sense to characterize an entire language as ergative" (p. 6). Following Dixon, She represents two systems. In an ergative-absolutive system, A (agent of the transitive verb) is coded as ergative while S (core argument of intransitive verb) and O or P (object of the transitive verb) are coded as absolutive whereas in nominative-accusative system A and S are coded as nominative and O or P is coded as accusative. Furthermore, she describes the factors conditioning split ergativity from the work of Dixon (1994, 70) (p. 7):

a. semantic nature of the core nominal argument ("person split")

b. tense or aspect or mood of the clause ("TAM split")

c. semantic nature of the main verb ("Split-S")

d. grammatical status of the clause (i.e., main or subordinate)

Widespread Use of Ergativity

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity*   12

Ergativity is found in one-quarter languages of the world. Coon quotes that Australia, the Caucasus, the Americas, New Guinea, South Asia, and the Austronesian family as 'hotbeds of ergativity' Comrie (2011)" (p. 5). She provides a brief summary to historical and functional accounts, explanations of ergative case and agreement patterns within the generative tradition: from the assertions that ergative subjects are like nominative subjects; they are licensed by T^0 and absolutive objects are licensed by v^0 (Levin and Massam (1985); Bobaljik (1993); Laka (1993); Chomsky (1995); and Rezac (2003)), to claims such as ergative DPs are licensed lower in the structure (Mahajan (1989); Woolford (1997); Legate (2002)), and ergative DPs are licensed lower in the structure Marantz (1991). She notes that ergative is assigned by T^0 and accusative is assigned by v^0 Bittner and Hale (1996), and it should not be treated as unitary phenomenon Johns (2000); Aldridge (2008); Marantz (1984); Woolford (2000); Wiltschko (2006); Coon (2011)).

Split Ergativity – Conditioned by Person Split

The split ergativity is conditioned by "person split", "TAM split", "Split S", and "the grammatical status of the main or subordinate clause" (p. 7). Chol, an aspect-based split ergative language, exhibits all splits except person. Further, Coon provides her theory-neutral labels "Set A" for ergative and relative case, and "Set B" for absolutive (p. 4). She states that ergativity has many analyses in generative traditions but she is interested to show how "the absence of ergative patterning in an otherwise ergative language is derived from structural differences… … … and fitted with any theory of case and agreement" (p. 6). She provides a predication generalization for Chol which states that transitive and intransitive verbs, in this Mayan language, require an internal argument, and "Split-S system in Chol is about the presence or absence of a full complement" and it "makes split between perfective and imperfective aspects" (p. 10). She has named "A-Constructions" after Set A, and "B-Constructions" after Set B to the nonperfective forms. She argues that the stems occurring in these two constructions in Chol nonperfective aspects are in complementary distribution.

Jessica states that the natural consequence of the generalization is that the stems combine with transitives, unaccusatives, and passives appear in A-Constructions and unergatives and antipassives in B-Constructions. There are other languages too, including French, Dutch, Basuqe,

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity*   13

Kashmiri, and others where constructions similar to Chol B-Constructions are found in progressive and imperfective. Two types of splits are the focus of her study. In the first part of this book she looks at split person-marking in the Mayan language Chol.

Chapter 2 on Ergativity in Mayan Languages

In chapter two (pp.19-61), the author provides detail background information on Mayan languages. The focus, however, is on Chol which is spoken by approximately two million people. The Mayan languages, around thirty in number, are classified into five or six groups: Huastecan, Yukatekan, Greater Tseltalan, Greater Q'anjob'alan, K'ichean, and Mamean. Chol comes under Greater Tseltalan family. It is divided into two dialects: Tila Chol and Tumbala' Chol. Both of dialects are mutually intelligible to one another. The author follows the work of Chol-speaking linguists Vazquez Alvarez (2011) and Gutierrez Sanchez (2005) from Tila dialect in this work.

Chol – VOS Order

Chol is a pro-drop language with VOS order, and it has a "head-initial, head-marking, morphologically ergative language with predicate-initial word-order" (p. 22). This language is predicate initial, *i.e.* predicates precede the subject in unmarked discourse. Chol predicates complete a sentence, and it consists of verb, noun, numeral, and adjective. It is interesting to note that any Chol form that combines with a DP internal argument functions as predicate, and any stem form (nominal, adjective, and numeral) can serve as a predicate. First and second person pronouns are generally employed for emphasis. Overt third person nominals follow VS in intransitives and VOS in transitives. The author argues that VSO order is also possible as the result of remnant VP movement, and subject and object can be topicalized. Eventive predicates appear with an aspectual marker unlike statives.

Roots and CVC Structure

Roots have CVC structure in Chol, including lengthened, aspirated CV_jC and interrupted $CV_i\grave{}V_iC$ vowels. All consonants occur either in initial or final position of a root, and a root with a glottal stop at initial position is written without the glottal stop. In the word formation process, roots combine with one or more affixes. The roots forming eventive stems are divided into

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity*   14

transitive, intransitive, and positional types. Unergative roots do not inflect directly but they appear as arguments in the light verbs.

Transitives and Intransitives

Coon argues that the classification of roots in Chol is not straightforward, and it is a contested topic. Transitive roots appear in transitive stems with a harmonic vowel suffix in perfective aspect, and transitive subjects are co-indexed by Set A prefixes *e.g. i, k, a,* etc. while transitive objects are marked Set B. Transitive roots in the nonperfective aspects form stems with either no suffix or the suffix *-e`*. Derived transatives are of two types: applicatives, marked by the suffix-b and causatives, formed from intransitive stems with the suffix *–(i)s*. Derived transitive stems appear with a vowel suffix in the perfective aspect and a *–Vn~* suffix in the nonperfective aspect. For derived transitives, the vowels in the suffixes are not necessarily harmonic with the root vowel, though the vowel in perfective/non-perfective *–V/Vn~* is always identical.

The author says that intransitives appear with the suffix *–i* in the perfective aspect and the suffix *–el* in the nonperfective aspects. The perfective forms and nonperfective forms show Set B and Set A marking with their subjects respectively. The positional roots refer to position, shape, or physical state. Positionals form eventive predicates with the suffixes *–li/le* in the perfective aspect and *–tyal* in the nonperfective aspects.

Aspect in Chol

Coon further discusses aspect in Chol. They are of three types: perfective, imperfective, and progressive. Eventive declarative predicate employs either form. She claims that imperfective and progressive (refer as nonperfective) markers *mi/muk'/mu`* and *chon~kol* are predicates, while perfective markers *tyi* and *tsa`/ta`* are only aspectual particles. Eventive predicates appear with initial aspect marker, while stative predicates employ temporal adverbs. Some researchers have called *tyi* a past tense morpheme. It is interesting note that past tense denoting clauses may appear without *tyi* and *tyi* does occur in the antecedents of nonpast conditionals in fake aspect. The author drops this discussion, stating "tyi bundles both perfective

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity* 15

and past features together" (p.40). She uses the gloss "PRFV," following Vazquez Alvarez (2011).

Predicate and Argument

Grammatical relations are head-marked on the predicate. Set A (ergative and possessive) employs *k-/j-* for 1st person, *a(w)-* for 2nd person, and *i(y)-* for 3rd person, and Set B (absolutive) employs *–(y)on~* for 1st person, *-(y)ety* for 2nd person, and *2 φορ 3ρδ περσον*. Gender distinction is not maintained within the person markers. Set B markers are placed in transitive objects, subjects of perfective intransitives, and the theme in predicate nominal and predicate adjectival constructions. Coon proposes two generalizations for Set A and Set B which state: Set A marks all external arguments (transitive subjects, unergative subjects, possessors), and Set B marks all internal arguments (intransitive subjects, themes).

Coon argues that Chol predicates have an internal absolutive argument. With the help of tree diagram she shows that the root undergoes head movement to the v^0 head where the status suffix is attached, and she assumes that the perfective aspect marker resides in $Infl^0$. Internal arguments of transitives behave similarly as intransitives. She further quotes her previous generalization, *Little v^0 Generalization*, for Chol: "all internal arguments must be assigned (absolutive) case by a v^0 head", and "all v^0 heads must assign absolutive case to an internal argument. The author provides a non case base to support her argument" (Coon 2010) (p. 48).

Examples from a Variety of Mayan Languages

The author provides examples from Tzotzil, Chol, Jakaltek, Akatek, Ixil, and Mopan languages to show ergative-absolutive patterns of person-marking, manifested as head-marking on the predicate. She further gives examples of extended ergativity from Chol which shows the nonperfective aspects both transitive and intransitive subjects are marked Set A. The author quotes Larsen and Norman who provide factors for the split in Mayan language:

a. occurrence in subordinate clause

b. the presence of a focused constituent immediately preceding the verb

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity*   16

c. particular tenses or aspects, and she discusses the each type briefly   (Larsen   and
Norman 1979, 353) (p. 56).

Chapter 3 – Analysis of Splits

In chapter 3 (pp.62-108), Coon provides an analysis of the two splits found in Chol. The transitive subject is marked with Set A morphology, the transitive object and intransitive subject take Set B morphology in perfective aspect whereas in nonperfective aspect transitive and intransitive subjects are marked by Set A morphology. This she calls Split-S in Chol imperfectives.

Following Gutierrez Sanchez (2005) and Vazquez Alvarez (2011), she says that in Split-S system some intransitive subjects pattern like transitive subjects and some like transitive objects, and she says that this distinction can be equated with the structural difference between unergative and unaccusative predicates; these two constructions pattern differently. In an unaccusative the subject is marked Set B and in unergative, the subject is marked Set A. She repeats *Chol Predication Generalization*, stating all predicates in Chol must appear with an internal argument. Further she discusses four types of complementless stems: root unergative *son~* does not combine with an internal argument; ambivalent intransitives appear in an unaccuasative or unergative constructions; the absolutive antipassive is formed with a suffix and without object; and incorporation antipassive involves a bare transitive root with an NP object. To show that all verbs in perfective constructions combine with DP internal arguments, she illustrates how unaccusatives appear directly in verbal stems, and unergatives and antipassives require the use of the light verb.

Split Ergativity in Chol

Chapter 4 (pp.109-182) provides a detail analysis of split ergativity in Chol. The author refers to subjects marked in Set A as "A-Constructions." She says that just as the subject follows the nonperfective stems similarly the possessor follows the possessum. She further compares the Set A agreement in Hindi and Chol. She says that an ergative-patterning transitive shows ergative morphology on the transitive subject in Hindi while nonergative patterning does not. But in Chol Set A agreement co-indexing subjects in both perfective and nonperfective transitive

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity*   17

constructions. She proposes that the Set A-triggering nominal in the nonperfective aspect co-indexes a genitive argument.

Jessica shows that the nonperfective aspect markers are predicates, and they behave as one-place stative predicates. They combine with single DP argument, and they are in fact responsible for split. In nonperfective A-Constructions, the argument is a possessed nominalized clause, and in nonperfective B-Constructions, the nonperfective marker shows overt Set B marking.

Imperfective and Progressive Aspects

Coon says that imperfective and progressive aspects are periphrastic, and not inceptive like English. The aspect marker serves as the matrix predicate and embeds a nominalized clause. The embedded complementless stem never assigns a ==T−role, rather "the subject ==T−role is assigned by the matrix predicate, and the complementless stem is realized as an adjunct" (p. 132). The complementless forms appear in "raising" constructions, also known as B-Constructions, and this type of construction is similar to light verb constructions.

Chapter 5 – Analysis Beyond Mayan Languages

Chapter 5 (pp.185-223) introduces *PART 2*, and it extends the analysis of aspects in split ergativity beyond Mayan languages. In the previous section, the author shows that split ergativity in Chol is a result of set of features associated with the nonperfectives aspects, and Coon puts that the nonperfective aspects are verbs. She further explains in Chol that ergative and genitive are identical; nonfinite embedded clauses are nominalizations; and transitive and intransitive subjects are expressed as possessors. The focus of this chapter is to examine aspect-based split ergativity in the languages of different groups. The author quotes Dixon's *Aspect Split Generalization* which states: "if a split is conditioned by tense or aspect, the ergative marking is always found either in the past tense or the perfective aspect" (p. 186). She also repeats Moravcsik's generalization that "no ergative language is fully consistent" (p.187).

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity*   18

Further she discusses split patterns, three types of split ergativity, and extended ergativity in this chapter. There are four types of split patterns described, including a hypothetical one to show a language switching from an ergative-absolutive to a nominative-accusative pattern. Most of the Mayan languages exhibit extended ergativity. Hindi, Basque, and Nakh-Daghestanian languages exhibit neutral alignment in the split. The author gives examples of Georgian and Samoan languages to discuss that P is marked as an oblique and both subjects get absolutive. As we know that this theoretical work is an expansion of the ideas of split ergativity in progressive aspect, proposed by Laka (2006) for Basque. Firstly, we will take into consideration Basque. This language shows an ergative-absolutive alignment in the perfective and imperfective-aspects. A arguments are marked –ak as in (25), P and S arguments are marked with –a.

However, in the progressive aspect all three arguments receive the absolutive –a suffix. Laka proposes, since progressive constructions are complex clauses this results in the absence of the ergative marking on the transitive constructions. Coon proposes that Chol "B-Constructions" behave similarly to the Basque progressive constructions. Though Chol and Basque differs in many respects: Chol is head-initial, while Basque is head-final; and Chol is exclusively head-marking, while Basque shows case on nominals and agreement yet both are morphologically ergative. The aspect markers are unaccusative predicates that assign absolutive case and θ-roles to the subjects. She says that "this is found in the progressive" in Basque, and in the progressive and imperfective in Chol (p. 194).

The pattern of split ergativity found in Basque represents an ergative-to-neutral type split. Nakh-Daghestanian (Archi, Tsez, Ingush, and Lak), Indo-Aryan (Hindi, Gujarati, Kashmiri, etc.), and Je` (Mẽbengokre and Kĩsedje) languages also behave similarly. "Bi-absolutive" found in Nakh-Daghestanian languages show an ergative-absolutive pattern of case-marking on nominals in Archi. The basic word-order is SOV, and ergative case is morphologically marked whereas the absolutive remains unmarked. However, the verb agrees with the absolutive argument in gender and number.

Laka (2006) states that Hindi, Gujarati and Basque languages have a similar construction in split ergativity. Coon says that in Hindi and Chol, we find a split between the perfective aspect and imperfective aspect in ergative patterning, and progressive aspects and perfective aspects in

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity*   19

nonergative patterning while in Basque show splits between progressive and nonprogressive. She quotes Farrell (1995), showing a final auxiliary affecting subject marking in Balochi and Hindi when the final light verb is intransitive[i]; no ergative case may appear on the A subject.

Further she provides examples of progressive and non-progressive aspects in a couple of languages of the Brazilian Amazon family. She states that nominative-accusative pattern is found with all verbs while ergativity in the nominal domain in these languages. The examples from different languages made her to conclude that" the split is the result of additional structure in some nonperfective aspects" (p. 206). Limiting the scope of her work she briefly provides examples for ergative to extended ergative pattern and ergative to ABS-OBL pattern from Dari, Georgian, Samoan, Warrungu, and Adyghe languages. The extended ergative pattern is the result of the embedded clauses take the form of nominalizations and ergative marking and possessive marking are identical. ABS-OBL patterning is conditioned by grammatical and lexical aspect.

She further interrogates and introspects: Why don't we have "split accusativity"? She confirms her conclusions with the theoretical perspectives of Comrie (1976), Bybee (1974), Demirdache, and Uribe-Etxebarria (2007), stating nonperfective aspects involves more complex structure, and imperfective aspect is associated with atelicity and lower transitivity. She quotes Tusanda: ("A split is not a conflict of two (or more) different case-marking systems, but is conditioned by one single, integrated scheme") (p. 233).

Chapter 6 – Use of Non-complex Constructions

The next chapter (pp.224-246) is devoted to the discussion on: why imperfective and progressive aspects involve more complex constructions? The author suggests and shows that they are built on the same type of structure as locative constructions. The author arguments are supported by the analysis of Uribe-Etxebarria and Demirdache (2007). They suggest that Tense and Aspect heads denote prepositional meanings. Utterance Time (UT-T) and Assertion Time (AST-T) are related to Tense, and Assertion Time (AST-T) and Event Time (EV-T) are related to Aspect. However, these notions are constrained by Hale's notions of *central coincidence* and *noncentral coincidence.*

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity*   20

Coon says though perfective remains absent from the typology, the perfective aspect the AST-T contains the EV-T, while the present tense and imperfective/progressive aspect follow the WITHIN typology, past and perfect follow BEFORE, and future and prospective follow AFTER. The author concludes that if not specified the perfective can be treated as default.

Chapter 7 – An Overview of Content and Analysis Presented

The final chapter (pp. 247-251) provides a brief overview to the work. The author believes that more work will determine any generalization on splits; however Chol can be taken as a case study in such works. There is but one criticism of the book. The consistency of highlighting the examples has been done only partially. Moreover, since the examples of different languages have been quoted from various sources, the data do not follow a uniform pattern. Her repetition of generalizations and theoretical notions for the support of aspects of split ergativity runs in the book throughout.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity*   21

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity* 22

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[i] Agnihotri (2007), in Hindi: An Essential Grammar discusses transitive verbs laanaa 'to bring', Daranaa 'to be afraid', and bhulanaa 'to forget' that, though transitive, may avoid the ergative pattern in the past perfect. Similarly, chukanaa also indicates the completion of activity but it does not participate in ergative pattern (p. 187).

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi
Review of *Aspects of Split Ergativity*   23

Review of *The History of Languages: An Introduction*

Reviewed by
Amitabh Vikram Dwivedi, Ph.D.

Abstract

A review of Tore Janson's ***The History of Languages: An Introduction*** is presented in this paper. This book is an adaptation and modification of his earlier work *Speak* (2002) presented in the form of a textbook. There are six thematic sections. One of the aims of Janson's book is to bridge the gap between the separate practitioners of sociolinguistics, social historians, and linguists alike and this is achieved and the readers including researchers will find the book not only readable but also insightful. The main focus is on how languages arise, change and vanish, why languages have different destinies, and "what happens to the people who use the languages" (p. xii). Technical terminology has been generally eschewed and only employed when it is unavoidable. Rather than focusing on English in the third world countries substantively, Janson introduces us with "English in China" (p. 233) in detail, consequently the future of English as a second language in the World gives an impression of being neglected.

Key words: history of language, humanity and language, English in China, sociolinguistics

Tore Janson
Courtesy: http://www.norstedts.se/forfattare/Alfabetiskt/J/Tore-Janson/

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction*   24

A General History of Language

In his book, Janson provides a general history of language, an adaptation and modification of his earlier work *Speak* (2002), in the form of a textbook (which is an introduction to the history of languages) where "linguistic and historical developments" are closely interlinked such as "the role of languages in history" becomes the subject matter of the book, and thus "history is affected by languages, and languages are a part of history" becomes a catch-phrase (p. xii).
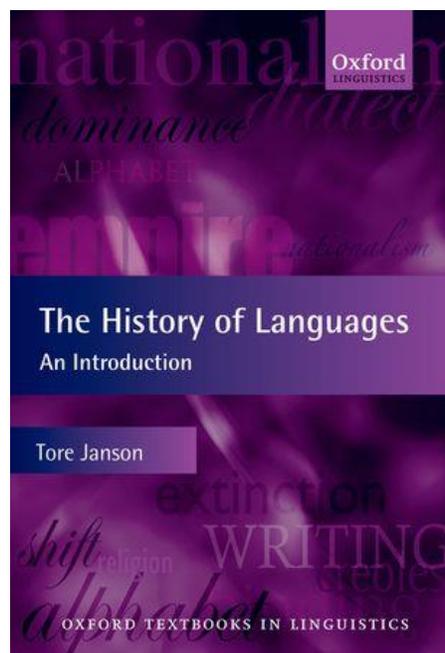
Bridging the Gap between Sociolinguistics, Social History and Linguistics

The appearances and disappearances of languages and societies have been observed through a temporal lens of past, present, and future, and the book offers one preaching "human beings became human when they started to speak" (p 258). One of the most important aims of Janson's book is to bridge the gap between the separate practitioners of sociolinguistics, social historians, and linguists alike. This work is "meant to be accessible to the readers of history, linguistics, and languages," he said (p. xii). The history of languages alarms us that the number of languages is not increasing.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction*   25

Six Thematic Sections – A New Edition of *Speak*

The book is organized into six equal, thematic sections (part one has two and the rest of the parts have three chapters) followed by a chronology that progresses guidelines for answers to the review questions. The shortest chapter is of two pages (pp51-52) and the longest one is of twenty pages (pp.24-44; pp.133-153). Thus the book is a "294 pages" book.

The readers of *Speak* (2002) will find three new chapters: *Chinese-the oldest survivor* (chapter 5; pp.59-73)*, Arabic-conquest and region* (chapter 8; pp.103-117)*,* and *Chinese and English in China* (Chapter 16; pp.233-243), and the rest of the chapters are identical to *Speak* (2002). Few new maps have been introduced and the data of a couple the tables of *Speak* (2002) have been modified up to the year 2009. The book should be seen as a new edition of *Speak* (2002) which has been revised by adding three chapters to it.

A Successful Author

Janson is well suited to write this book. The author of the international bestsellers *Speak: A Short History of Languages* (OUP 2002, paperback 2003) and *The Natural History of Latin* (OUP 2004, paperback 2005) and a retired professor of African Languages and Latin of the University of Gothenburg offers an introduction to the history of languages, from "a distant past and moves on through time all the way to the distant future" (p. xii).

Main Focus of the Book

The main focus is on how languages arise, change and vanish, why languages have different destinies, and "what happens to the people who use the languages" (p. xii). Technical terminology has been generally eschewed and only employed when it is unavoidable. Rather than focusing on English in the third world countries substantively, Janson introduces us with "English in China" (p. 233) in detail, consequently the future of English as a second language in the World gives an impression of being neglected.

Introduction: When and How Languages Emerged

The introductory chapter (pp.3-23) deals with when and how languages emerged. The author takes the help of "Genesis", "Bible", "Adam", and "God" (p. 3) to tell us the story of the

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction* 26

creation of language and how this linguistic ability establishes man's superior status and domination over other animals., and strongly suggests that "human beings became human exactly when language emerged" (p. 4) . The surviving written texts of Sumerian and Egyptian purport that human languages have existed 5,000 years ago; and the "archaeological finds and artefacts" and "anatomical developments of man" (p. 5) support that "languages we use have existed for at least 40, 000 years" (p. 9).

Co-operative Currency as Opposed to Darwinist Evolution

Janson questions the modern Darwinist thinking while answering how languages originated, and supports the cooperative currency of languages. The languages and primitive conditions of the Upper Palaeolithic period is exemplified from the present "Bushman" or "San" people from the Kalahari Desert in South Africa. The author asserts that a primitive culture does not imply a primitive language and "all the fundamental features of spoken languages all over the world are the same" (p. 11) and he adds that "languages do not become more or less complex; they simply vary" (p.13).

Vocabulary Development Is Based on Societal Needs

Janson demonstrates how the contact with modern society is risking the cultures and languages of Khosian people and many of the Australia Aborigines, and he further states that the development of vocabulary is directly proportioned to the development of the societal needs. Moreover, primitive societies are not so much bothered about their languages, and their unwritten and unnamed languages have been often christened by the social and linguistic researchers from the outside communities like Anthony Traill, Dorothea Bleek, and Dixon, and consequently "many languages, judging by the various names… … … of one language with dialectal variations" (p. 18) would be left out and at times be included. He appeals to the readers "who wield power in society" (p. 21) to remember that "languages and language names are social facts, not merely linguistic ones" and he further prophesizes that "historical linguists will be able to distribute language names to their own liking, as there will probably be no speakers left" (p. 21).

Second Chapter: How Language Groups Are Formed

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction*   27

Janson's second chapter (pp.24-43) discusses how language groups were formed and spread. The author argues that the spread of agriculture and other technological innovations might be a deciding factor. He states that "languages keep changing" and the changes in the societies result in the change in languages. He further adds that "a group with a common language may split into separate, isolated units, and… … … they end up speaking quite different languages" (p. 25). He infers that most of the European languages have been originated from three major groups: Proto-Germanic, Prot-Slavic, and Romance, and concludes that Indo-European languages which include European, Baltic, Celtic, Albanian, Iranian, and many Indian languages are believed to be originated from one Prot-Indo-European. In answering how languages were formed and spread so rapidly worldwide he concludes that migration of population and the cultural diffusion formed different language groups and the fragmentation of groups is subjected to profession and occupation of the speakers.

Chapter 3 – History of Writing

Chapter 3 (pp.51-52), a two pages' chapter, introduces the part two of this book. It begins with the history of writing. The author concludes that writing systems were originated from two places. "West Asia, Europe, and Africa all stem from the tradition that originated with the Sumerians in Mesopotamia, while all writing systems in Eastern Asia are somehow derived for Chinese" (p. 52). He refutes the most popular belief that writing was invented independently at least three times because it does not provide any light on the transmission of this knowledge from Present-day Iraq to China. This chapter also introduces briefly the subject matter of the following chapters.

Chapter 4 – Writing Systems Developed in Various Civilizations

Chapter 4 (pp.52-58) gives an account of the civilizations, including Euphrates, Tigris, and Nile where writing was developed. The oldest known form of writing was cuneiform developed by Sumerians around 5,200 years ago. This writing-system was also used by Akkadians and Assyrians, and it disappeared only around 1800 or 1700 BC. The author states that the hieroglyphic script writing found in Egypt tells us about a civilization developed in Nile valley which was 5,000 years old. The author introspects why did Egyptian language did not break up into several languages; how come millions of people stayed together and how was

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction*   28

building a pyramid accomplished without a writing system? He guesses large population remained together as there must have enough food to eat due to agricultural advancement, and the language and the state must have become allies therefore the writing language did not change for three millennia. He further says that "the complex organization needed to construct a giant pyramid requires the use of writing" (p. 56). He says that the spoken language underwent change but the written hieroglyphic remained same. The civilization of the river valleys has been excluded from this book.

Chinese - the Oldest Survivor of the Tradition of Writing

Chinese is the oldest survivor of the tradition of writing. The author believes that the writing systems came in being where there were powerful kings and a taxation system. The author describes the writing system of Chinese in chapter 5 (59-72). Chinese is different from many languages; its characters originated from pictures, and each syllable carries a meaning. Janson states that this system is similar to hieroglyphic writing. This combinatory system modifies each syllable to give different meanings. These characters signify things, and they are normally referred to as radials. Writing not only benefits the administration but it also helps in keeping a record of the past. Today we know many things about China because writing developed and sustained in this country. The author believes that this system remained unchanged from 2,000 years, and he thinks that radials are better than alphabet where the changes in the sound change the spellings. He provides arguments for this consistency in this country. Though China was repeatedly invaded by people how come a uniform writing system prevailed? Janson thinks that the winning larger groups must have dominated their languages; and their languages must have benefitted the speakers. A developed writing system maintained uniformity in the country. Moreover, the writing system of this powerful nation also influenced its neighbors' languages, including Korea, Vietnam, and Japan. He says that writing is necessary and it works as "a data bank for experience that can be utilized and enhanced over time" (p. 71).

The Conquest, Culture, Order and Religion With Reference To Greek, Latin and Arabs

PART III, chapter 6 (pp.77-90), 7 (91-102), and 8 (pp. 103-116), talks about the conquest, culture, order and religion with reference to Greek, Latin, and Arabs. The literary culture of Greeks preceded its empires. The author says that Latin alphabet is derived from a variant of

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction*   29

Greek. The Greek script represents the meaning and pronunciation of the spoken language. Even today when many aboriginal languages are spoken, Greek culture was very much written. In English and the other European languages, there are a large number of loanwords from Greek. Was Greek better than other languages? The author rejects this idea outright. Some cultures and languages developed in the course of time but there are no primitive languages. What we express in Greek, English, French, or Hindi can be expressed in any other language. It is a good thing to consider one's language and culture from linguistic point of view. He says "every language is unique……..each language is a distinctive achievement" (p. 82, 83).

Ancient Greek

The author further tells the tale of Greek language in the Eastern Roman Empire till the final victory of the Turks in 1453. During these periods the Greek witnessed various linguistic changes, and there appeared two new written languages: *dimotiki* 'the popular language', and *kathareuousa* 'the purified language' in the nineteenth century. The case study of Greek, the author says, represents that what happens to a language system is affected by the political and social situation. However, a common written language definitely lessens the chances of dialectical differences.

Ancient Latin

The earliest form of Latin language is found in the inscriptions from around 600 BC. The author states that the Romans probably acquired their writing system from Etruscans. The Romans were mainly soldiers and farmers who did not have reading and writing culture around 300 BC. But when it became the place of economic resources, the language played a key role. The commanders, leaders, poets, teachers were well read in Latin. There were no evidence of the varieties of Latin existed during the Roman Empire. The large language shift in the Roman Empire was maintained and controlled by the efficient administration. Everyone who wanted to be successful in life and career was busy in learning Latin as we can see for English now. This resulted in the south-western Europe became speakers of Latin, including the neighboring countries too.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction*   30

But when the Roman Empire collapsed in fifth century AD the speakers did not hurriedly shift to their native languages. The long-range effects of the Roman Empire were that many languages became extinct, the families adopted bilingualism, and the new generation switched to Latin instead of the original one. The concept of first and second languages developed. The Germanic invasion could not replace Latin with their tongues. Janson argues that they were able warriors but "there were no written forms of their languages that could replace Latin" (p. 98). Around 800 century Churches were reformed and spread reading and writing of Latin to that countries that had belonged to the Roman Empire. The progress of Latin continued until the time of Reformation in the early sixteenth century. The author believes that the Latin language was able to attain a high position on account of the Church. But societies needed written languages based upon the language they spoke, and this resulted in the rise of English, French, Portuguese, and others. But before becoming a classical language, Latin provided vocabulary to *Romance* languages. Even English has borrowed many words from Latin.

Language and Religion

The author states that languages are linked to religions in one way or another. He gives examples of Judaism, Christianity, Hinduism, and Islam, and the languages associated with these religions Hebrew, Latin, Sanskrit, and Arabic respectively. Around 750 the Arabs stretched the Persian Empire from Arabian Peninsula to India. But the Arabic language did not prevail in the similar manner. Until sixteenth century this was the language of nomads and the settlers in the Arabian Peninsula. The author believes that overpopulation forced them to migrate to other places. This resulted in the spread of Arabic language. And the other languages, *e.g.* Persian, Greek, Coptic, Syrian, and others went out of use. The Arabic rule for centuries made the people to shift from their native languages to Arabic. The Arabic prevailed and established itself as a language of people where Arabs were in large number. But when they were in lesser numbers than the dominated groups and languages sustained, the Arabic language lost its ground soon after the empire collapsed.

The Qur'an, like Latin, set a writing norm for Arabic. But many dialects of Arabic had existed during the Arabic realm. The various invasions during the period of Empire *e.g.* Christian Europeans, Mongolians, and Turks provided regular contact with the other vernaculars, and after

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction*   31

that in the last few centuries Turkish, French, and English governed and superseded the Arabic people. This political intervention and fragmentation developed a number of ways to speak Arabic. Many spoken forms of Arabic are far removed from the written forms which the learners study in a formal education. The author wonders whether "those languages will imply the end of classical Arabic in the long term" (p. 113). However, it appears that Janson's speculation is misplaced because with strong impact and influence of Islam, written form of Arabic and dialects of Arabic are bound to flourish and not decline. The author argues that migration is not necessary for a language shift but shift occurs where people speaking different languages live together and adopt bilingualism.

How Language Becomes Languages

In chapter 9 (pp.121-132) the author argues how language become languages? There are constant linguistic changes, and some languages have disappeared and some have survived. Mutually incomprehensible forms are considered as dialects of a single language, and even when people understand each other they say they that they speak different languages. The author concludes that the crucial thing is "what people think about their own ways of speaking" (p. 122). A language ceases to exist when people no longer think that they speak that language. The same thing happened to Latin. Janson says that when Dante writes in Latin he devises the term *vulgare* for his new forms of writing, and only after a century later the imitators of his works named it *Italiano.* This process might have happened gradually but it must have happened when people had started using the new form more often and regularly. And a new language was born.

Emergence of English as an Independent Language

In the next chapter (pp. 133-155), the author discusses how English emerged as an independent language. Romans ruled this country for more than three hundred centuries but the people in Britain retained their Celtic languages. Around the year 600, the Germanic groups invaded and dominated most of the England. But they not only ruled but also imposed their languages on people successfully. The Germanic were not united in one group but they used to follow a system of writing known as runic script. The author gives reference of the uses of the runes from the seventh century through the eleventh century in Christian contexts. But the runes did not develop the original way of writing English entirely. The author states that the first

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction*   32

Christian missionaries from Rome brought Latin alphabet with them, and Old English texts employed the runic script and Latin letters at this first stage. But at later stage only the Latin alphabet remained as they were systematically taught in the schools of the Church, and the Church wanted to eliminate the relationship between the runes and the magical practices. Only after the Norman Conquest, a popular work, *The Canterbury Tales,* in English was written by Geoffrey Chaucer, and the West Saxon standard of written language disappeared. And in 1476, William Caxton published many books in "reasonably well-established standard English" (p. 153.)

Tortuous Path of Becoming National Languages

Chapter 11 (pp.157-167) discusses the tortuous path for English, and other languages, becoming of national languages from a no-language state. The author argues that the process was not spontaneous. Christian Church established systematic education for the people. But for many centuries there was a direct competition between the new written languages and Latin. Only in the seventeenth century, Kings and other rulers supported the national languages. The education system supported multilingualism, and promoted the learning of foreign languages. Gradually the new languages became as important as once Latin was.

Linguistic Changes in the World

Chapter 12 (pp.174-184) discusses the linguistic changes in the world during the last five centuries. The way across the seas to other countries started from the Treaty of Tordesillas. And then Spanish, Portuguese, English, Dutch, French, and other European nations established their colonies across the world. The author argues that these voyages were responsible for "the beginning of the end for all very small languages and the start of the era of big languages" (p.183). A couple of European languages are gaining new speakers whereas original small languages are dying and disappearing every year. All the languages have gained speakers but the total numbers of languages have decreased. The author argues if this trend continues only a few languages will become large one, and all the small languages will disappear.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction*   33

How New Languages Are Born in Recent History

In chapter 13 (pp.185-203), the author describes how new languages were born in the last four hundred years. The plantation and slave trade were responsible for the birth of the pidgin languages and creoles. The author interrogates "are Creole languages"? He posits that the students of Creole languages find their grammars similar but he concludes that few Creoles are languages but he cautions that "it is also inappropriate to draw an absolute demarcation line between the standard language and the Creole" (p.190). However, the speakers will tell as the language form belongs to them. He shows that languages not only change rapidly but they also emerge quickly in certain circumstances. A personal need of every individual is to know at least one language, and the slaves devised their own languages when they were transported into foreign lands by their masters. The fifty different Creole languages are the result of plantations and slave trade activities. Further he gives examples from Afrikaans, though this language resembles Dutch yet variations in verbal inflection, and differences in syntax in the two languages make speakers believe that Afrikaans is a separate language. He cautions researchers that "language change is one thing, and change in the status of a language is something entirely different" (p.196). If a language has a name, a political base, and sometimes a written form then these meta-linguistic change may help emerging it as an independent language.

The Question of Language Death

Language death upset researchers in linguistics and anthropology. In chapter 14 (pp.204-217), Janson argues that the direct influence of the dominant language motivates the speakers of a marginal language to make a language shift. Generally, the dialects of a language remain in spoken form, and without written documentation they cease to exist when the speakers stop using them. The education institutions, mass-media, and government authorities all favor the standard language. The author enumerates few cases from east Sutherland in Scotland, several hundred languages in Papua New Guinea, and Shiyeyi and Thimbukushu in southern Africa where researchers should focus on the disappearing languages but he interrogates whether they should only describe them or intervene.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction*   34

The Inevitable Discussion on the Status of English

The last three chapters in the final section talks about the status of English around the world (pp.223-232), English in China (pp.234-245), and what would be the future of languages (pp.246-258)? The author states that today English is a supranational language for international communication. The reasons for the success of English are: the establishment successful imperial power from the seventeenth through the early twentieth century, the political and economic growth of the United States, and English being a language of popular culture. The author discusses how China, who used to believe that other nations have to learn their languages, is recognizing English as an instrument of modernization and globalization. Janson predicts that Chinese might adopt English in due course as the Indians did. But he argues that China is expanding beyond the state boundaries, and in near future Chinese might become the major international language of Asia (p.244). The author concludes that it is pointless to make a guess how many languages there will be two millennia for now. If human species becomes extinct, then human languages will also vanish. But any such situation would be "dependent on politics, communications, education, and so on" (p.256). The genetic changes in humans might prevent them to use any language in future. But he rationalizes that human beings became human when they started to speak, and when they stop this they will not be humans but something else.

To Conclude

This book can be used in any introductory course in language and linguistics, and the readers interested in the history of languages will also find it interesting. The "Peterborough Chronicle" and "Anglo-Saxon Chronicle" (p.135, 145) are not italicized; perhaps this may be rectified in the next edition. The readers of *SPEAK* (2002) might wonder why the writer has not anything new to say even after ten years.

The Indian Subcontinent, the cradle for ancient/classical languages, does not get adequate attention in this book. Perhaps Indian researchers should supplement the information found in this book with information on ancient/classical languages of the Subcontinent. Religion and Language are inter-connected in India's past history – from Ancient Hinduism to Buddhism, Jainism, Islam and others. Emergence of modern Indian languages, ranking between written and

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction* 35

spoken forms of languages, emergence of prose as the major medium of literary works and several other issues will add to the complex history of human languages and society.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Amitabh Vikram Dwivedi, Ph.D.
Review of *The History of Languages: An Introduction*   36

Marathi Postpositions

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Abstract

Marathi Case Markers and Postpositions are most debated area of Marathi grammar for a long time. Unlike traditional Grammarians and native Pandits, Burgess (1854) treats both of the markers as Postpositions. He mentions that the "Native authors endeavour to make the declension of nouns in Marathi to confirm to that of Sanskrit. The result is unnecessary confusion in this regard to this subject" (Burgess 1854: Preface v). His radical and innovative work of that time has still not paid much attention. He points out that contemporary grammarians adopted and applied Sanskrit scheme of case terminations arbitrarily and unscientifically.

Though Shaikh (1972) reviews Case Markers and Postpositions dichotomy from the first Marathi Grammar of William Carey (1805) to Arvind Mangalulkar's (1964) publication, his review ignores studies like Kelkar (1959) and Fillmore (1968) of the time. The present paper discusses the recent Marathi Grammars, Pandharipande (1997) and Dhongde & Wali (2009).

I argue that Marathi Postpositions should include case markers. Gajendragadkar (1969) also echoed this view. The paper reviews the topic in the light of current studies.

Keywords: Marathi Postpositions, Case Marking in Marathi, Case Markers and Postpositions Dichotomy, Grammatical and Semantic Relations, Multifunctionality of Adpositions, etc.

1. Is Adposition a Universal Category?

"An *adposition* (Adp) is an unanalysable or analysable grammatical word constituting an *adpositional phrase* (Adp-phrase) with a term that it puts in relationship, like case affixes, with another linguistic unit, by marking the grammatical and semantic links between them" (Hagege

2010: 8). It is not a universal category, but majority of the languages has it, for example, Klamath lacks this category (DeLancey 2001: 54). Adposition includes prepositions, postpositions, and circumpositions. Marathi Postpositions belong to this category.

Adps have attracted the researcher as space-time structuring devices or tools recently. Previously, they were studied as overt case marking devices in different languages. Even, the attempts have been made to undertake typological studies to reveal the *Adp* phenomenon, across languages and universally.

2. The Phenomena of Case

Blake (1994: 1) explains **Case** as "a system of marking dependent nouns for the type of relationship they bear to their heads. Traditionally the term refers to inflectional marking, and, typically, case marks the relationship of a noun to a verb at the clause level or of a noun to a preposition, postposition or another noun at the phrase level".

2.1. Sanskrit Case System

Pāṇini in his *Aṣṭādyāyī* (eight books) described *kāraka* theory that gives eight cases i.e. NOMINATIVE, ACCUSATIVE, INSTRUMENTAL, DATIVE, ABLATIVE, GENITIVE, LOCATIVE, and VOCATIVE and six *kārakā* i. e. *kartṛ, karman, karaṇa, saṃpradāna, apādāna,* and *adhikaraṇa*. The Sanskrit cases are numbered and they referred to their number. The vocative bears no *kāraka* because it does not mark dependent of the verb and the genitive held as adnominal so no *kāraka* is assigned to genitive-marked nouns (Blake: 1994: 65-66).

2.2. Grammatical and Semantic Relations

It is commonly said that, whereas lexical forms convey lexical meaning, grammatical forms like bound morphemes convey grammatical meaning. These, both, meanings are not qualitatively different: grammatical forms are meaningful in the very much same sense in which lexical forms are meaningful, the only difference being that the meaning of grammatical forms is more abstract (Luraghi 2009: 140).

The cases are governed mainly governed by the verb. Cases can also be governed by prepositions or postpositions (Blake: 1994: 2). Grammatical relations refer to purely syntactic relations such as subject, direct and indirect object, each of which encompasses more than one semantic roles such as source and location. Grammatical relations need not to be one-to-one correspondence with cases (Blake: 1994: 2-3).

Blake (1994: 33) expresses the complexity between grammatical and semantic cases. He points out that "if the distinction between grammatical and semantic cases were to be clear-cut, the grammatical cases would encode only purely syntactic relations and the semantic cases would encode only homogeneous semantic relations such as location and source. However, it is common for a syntactic case to encode a semantic relation or role that lies outside of whatever syntactic relation it expresses. In Latin, for example, the accusative not only expresses the direct object, it also expresses the semantic role of destination" (Blake 1994: 33).

2.3. Fillmore's (1968) DEEP CASES

Fillmore initially proposes a universal set of six deep cases that he calls these as "syntactic-semantic relations" i.e. agentive, instrumental, dative, factitive, locative, and objective, but later modifies in eight cases as; agent, experiencer, instrument, object, source, goal, place, and time. These are called deep cases in Fillmorean case grammar, thematatic roles in Lexical Functional Grammar, and theta roles in Government and Binding. Blake evaluates Fillmorean case system as, "Fillmore's case grammar and similar attempts by others to establish a small list of universal roles have fallen somewhat into dispute largely because no one has been able to produce a definitive list. However, a number of major theories such as Government and Binding and Lexical and Functional Grammar embrace the notion of semantic roles, but they remain uncommitted about the universal inventory" (Blake 1994: 64, 67-75).

2.4. Talmy's (2003a.) FIGURE and GROUND

The FIGURE and GROUND notions are adopted from Gestalt psychology. In language, they have given the following characterization;

The FIGURE is moving or conceptually movable entity whose site, path, or orientation is conceived as a variable the particular value of which the relevant issue and the GROUND is a reference entity, one that has a stationary setting relative to a reference frame, with respect to which the figure's site, path, or orientation is characterized (Talmy 2000a: 184).

Talmy clarifies that "in a linguistic context, the FIGURE and GROUND notions amount to SEMANTIC ROLES or CASES, in the sense of Fillmore's Case Grammar" (Talmy 2003a: 184, 185). He compare's Fillmore's (1968) case system to that of his own system and shows the difficulties of the former has overcome by the later (Talmy 2003a: 185, 339-341). The remarks are as follows:

(1) Fillmore's cases are ranged together on the single level without subgrouping: his SOURCE, GOAL, PATH, LOCATIVE, PATIENT, and INSTRUMENT have in common the property of pertaining to objects moving or located with respect to one another that AGENT does not possess. Talmy's system abstracts out the motion/ location event in which there appear only those case roles that together are equivalent to the above set of six.

(2) Fillmorean system does not show the common property of SOURCE, GOAL, PATH, and LOCATIVE that they function as –a reference point that PATIENT, INSTRUMENT, and AGENT do not possess. Talmy's system has GROUND notion for that purpose.

(3) Fillmore's three cases SOURCE, GOAL, and PATH have common moving property, and LOCATIVE has stationariness. (*cf.* Talmy's STATIONARINESS VS. MOVING, SITE or PATH notions).

(4) Fillmorean sytem incorporates spatiotemporal notions into its case notions. Fillmorean system has no provision to capture 'surface' and 'interior' respectively in two following sets; (a.) *on the box/ onto the box/ off of the box,* and (b.) *in the box/ into the box/ out of the box.*

(5) Fillmore's SOURCE, GOAL, and PATH could not capture spatiotemporal relations in the constructions like; *the ball rolled across the crack/ past the T.V./ around the lamp.*

Arvind Jadhav, M.A. & UGC-NET (English), M.A. & UGC-NET (Linguistics), Ph.D. Scholar

(6) Talmy questions Fillmorean case system for not having distinct cases for *into N, onto N,* and *up to N,* all captured in GOAL in Fillmorean system.

Having explained, Talmy (2003a.: 341) points out that his PATH is flexible concept and has many advantages as MOVE vs. BE$_{Loc}$ notions. He declares Gruber's (1965) THEME as his FIGURE, but mentions Gruber and Fillmore not having notion like GROUND. Lastly, he admits Langacker's (1987) TRAJACTOR and LANDMARK are highly comparable to his FIGURE and GROUND notions.

2.5. DeLancey's Views

DeLancey (2001: 59) proposes that "the all of the underlying semantics of core arguments that have overt linguistic expression can be explained in terms of a simple inventory of three thematic relations: THEME, LOCATION, and AGENT". According to him (DeLancey 2001: 60), case paid more attention after the works of Gruber (1965), Fillmore (1966, 1968), Chafe (1970), and Anderson (1968, 1971), all having the same in common the conception of a universal syntactic-semantic theory of case roles, of which morphological case marking found in some languages is only one reflection. DeLancey further records the fact that "since then case theory has occupied a rather unsettled place in linguistic theory". Besides AGENT, DeLancey's THEME and LOCATION very directly correspond to Talmy's FIGURE and GROUND (DeLancey 2001: 68).

3. Treatment the Case Markers and Postpositions in Marathi

Traditional grammarians faced the problem as to whether they should treat cases on the basis of form or meaning. Most of them took the view that cases be described based on the forms. "The case marking in Marathi is not cued to any particular grammatical role such as SUBJECT or OBJECT" (Dhongde 2009: 43). Though some of the grammarians observed equivalence between case markers and postpositions, they adopted the traditional system of eight cases.

Kelkar (1959) mixed both traditional case markers and traditional postpositions together and made separate three types of markers. His X and Y markers do not correspond to case markers and postpositions respectively. His X markers consists of some case markers and

Arvind Jadhav, M.A. & UGC-NET (English), M.A. & UGC-NET (Linguistics), Ph.D. Scholar
Marathi Postpositions   41

postpositions and Y markers also consist of some case markers and postpositions. We found no satisfactory solution of the treatment of case markers and postpositions in Kelkar also.

Gajendragadkar places Postpositions as intermediate category between lexical and functional words. Postpositions, he believes, represent category of uninflected stems which have a grammatical or local function. Prepositions and postpositions, for him are similar and the terminological distinction between them is based purely on their positions (Gajendragadkar 1969: 93). He argues that "the category of case should be extended beyond its traditional scope and made to include pre/postpositions because both perform the same structural function. The difference between the two can be said to belong to surface structure", though he accepts the fact he did not study case markers.

According to Burgess (1854: *Introduction v*), Native authors endeavour to make the declension of nouns in Marathi confirm to that of Sanskrit. It resulted in unnecessary confusion in this subject. He gives the example of Dadoba Pandurang Tarkhadkar who describes eight cases assigning certain postpositions to each, gives another class of postposition as having the same meaning as these case terminations, and still another class to which he calls postpositions. Burgess says, further, all these three classes belong to one word class postpositions, and if properly describe, there is no occasion of eight cases. Kelkar (1959: 136) mentions that "all this has no apparent motive except that of showing that Marathi, like a good daughter, has the same eight cases as Sanskrit has!"

Burgess (1854: 15) states, according to meaning, there are three cases Nominative, Objective, and Vocative. There are only two cases according to form, i. e. "uninflected" and "inflected". In such classification, he says, the inflected case would comprise the object of postpositions, and the vocative. The uninflected would comprise the nominative, and, for the most part, the direct object of active verbs. He says that such classification would be simple, and, for exhibiting the inflection of noun, the best that could be made.

Burgess (1854: 18) criticizes the contemporary case system as incomplete. He mentions that "no classification on such principle can be complete, without assigning its proper place to every affix or postposition in the language".

He describes three cases as; Nominative, Objective (uninflected objective and inflected objective or oblique), and Vocative. He then gives five types of oblique making or declension rules (Burgess 1854: 20-31).

4. Origin and Development of the Postpositions

Blake explains the developments within case systems as follows.

When a verb or noun becomes an adposition, it does not necessarily lose its lexical character, though it becomes a member of a relatively small closed class of a score or two of members. When a postposition becomes a case suffix, two significant changes occur. First up all it is liable to develop variant forms according to phonological properties of its host, and secondly it becomes a member of a much smaller set of forms, usually no more than ten or so. Since all noun phrases, no matter what semantic role they bear in relation to their governor, must be marked by one member of small set, it is inevitable that at least some case suffixes will cover a broad semantic range (Blake 1994: 169).

Ahmed argues that case markers were originally locative postpositions that extended semantics of cases in an abstract way (Ahmed 2007: 1) and following him, hence, the case markers are the grammaticalized forms of postpositions. Over the period of time, in the process of grammaticalization, it may be said that these case markers in Marathi have fully grammaticalized. The postposition like *-āt* 'in' is in the continuum of the process of grammaticalization, and not yet fully grammaticalized as both forms are in use *-t* and *-āt.* And most of the postpositions are not grammaticalized. The postposition *-war* 'on' has the result of grammaticalization and its origin is Sanskrit *-upari* Bloch ([1914], 1970: 174, 203)**.** Ahmed (2008: 1-13) also discusses the spatial origin of case markers. Hagege (2010: 8) points out that "in many languages, a number of Adps, most of them or all of them, are derived from verbs or nouns".

Bloch notes that "in classical Sanskrit, the number of old indeclinable prepositions gets restricted, but on the other hand, an ever increasing number of nouns fixed in one of their cases and the gerundives shed off, little by little, their original meaning and are used to explain

periphrastically the usual relationships (Speyer, Ved.u.Sanskrit Syntax $ 89, 91, 93). This then is the origin of the words or particles fixed to Marathi nouns, which give to modern declension what is incorrectly known as its terminations" (Bloch 1970: 203). He further also admits that "some of these affixes like; –*war* 'on', *-āt* 'inside' are clear, … while others like; –*shi/ -lā* 'to, towards' are obscure" (Bloch 1970: 203).

Bloch also generalizes the fact about postpositions as follows: "There is no prohibition against supposing that other postpositions might have had a similar evaluation; but notably those which express grammatical relationships are often so changed that it becomes almost impossible to reconstruct their history" (Bloch 1970: 204).

The similar observation cited R. B. Joshi by Shaikh (1972: 284) is, "he points out that all the case terminations were initially independent words (free morphemes). But during the course of time they were changed and abridged and lost their independent occurrence in the language and thus developed into bound morphemes. Similarly, postpositions, which function as case terminations are fossilized forms of nouns and have become bound morphemes". The examples provided by him are *-staw* 'for', *-saṭhi* 'for', *-pekṣhā* 'than', *-kaḍūn* 'from/ with', *-karwī* 'with'.

5. Distinguishing Case Markers and Postpositions

Major three arguments have been made by the grammarians to distinguish Case Markers from Postpositions in Marathi (Damle 1911; Pandharipande 1997; Dhongde & Wali 2009; among others). They are:

(1) Case Markers are bound and Postpositions are free morphemes,
(2) Clitic or clitic-like element can intervene between the Nominal and the Postposition, but can't between the Nominal and the Case Marker, and
(3) the Postpositions have wider semantic range than Case Markers.

For the first argument, Pandhriapnde (1997: 270, 273) remarks both as bound morphemes. The Postpositions in Marathi do never occur independently, they always depend on

their nominal host. We observe the postposition *–war* and the adverb *war*, with similar phonetic shape respectively in examples (1a. &1b.);

(1)   MARATHI, SHAIKH (1972: 288).

    a.   *hāt-ā-**war***

          hand.M3SG-OBL-**PP**

          'on the hand'

    b.   *tyā-ne*   *hāt*   ***war***   *kelā.*

          he.M3SG.OBL-PP   hand.M3SG   **ADV**   do.PST

          'He lifted his hand up.'

Dealing with second argument, we found Pandharipande's statement that "there are no clitics in Marathi" (Pandharipande 1997: 283). The third argument is baseless as Case Markers also have wider semantic range as postpositions. They also have local functions.

6. Comparison of Case Markers and Postpositions in Marathi

The equivalence between Case Markers and Postpositions is underlined by Zwiky's statement that "Everything you can do with adpositions you can do with case inflections, and vice versa" (Zwiky 1992: 370).

Zwiky (1992: 369) states that the inflectional affixes and separate words can serve equally as markers of syntactic constructions. He points out that the prototypical case of adpositions is **local,** each adposition providing semantic content of its own and combining with NP to yield a PP functioning as an adverbial modifier, and prototypical use of case marker is **grammatical**, where each case marker yield syntactic function with its NP. However, the adpositions can be used grammatically, and the case markers can be used locally, and case both can be used ideosyncratically (Zwiky 1992: 370-371).

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Arvind Jadhav, M.A. & UGC-NET (English), M.A. & UGC-NET (Linguistics), Ph.D. Scholar
Marathi Postpositions   45

Following Burgess (1854), I argue CMs and PPs belong to the same adpositional category in Marathi language. Gajendragadkar (1969) is also of the view that these both should be grouped together. Why should we treat them in same category? Let's examine.

7. Common Properties of Case Markers and Postpositions

1) Marathi Case Markers as well as Postpositions show relation between the governed nominal and other word/s in the sentence.

2) Both follow nominal, hence they are postpositional. There are no circumpositions in Marathi.

3) As some Case Markers, some Postpositions take oblique before they attach to the nominal.

4) Like Case Markers, some Postpositions attach directly to the nominal root.

5) Both assign case, hence they are both Case Assigner.

6) They are substitutable in the same paradigm. The alterations between Case Markers and Postpositions are also found in Ahmed (2007: 10-11).

7) They both have grammatical and semantic functions. Marathi Case Markers and Postpositions encode space and time. The Postpositions spatial and temporal function is well known. For Case Markers encoding space; see Lestrade 2010; Ahmed 2007, 2008; Creissels 2009; among others.

8) Both Marathi Case Markers and Postpositions are bound morphemes.

8. Case Markers and Postpositions' Attachment to Their Nominal

The Case Markers and Postpositions can alternatively be used alike as shown in the following table (*see* **Table 1.1**);

Table 1.1 CM and PP Attachment						
wāt.3FSG 'way'				*māṇūs*.3MSG 'a man'		
K/PP	**Oblique**	**Marker**		**K/PP**	**Oblique**	**Marker**
K1	*wāte*	*-ne*		K1	*māṇsā*	*-ne*
K2	*wāte*	*-sa/ -lā*		K2	*māṇsā*	*-sa/ -lā*
K3	*wāte*	*-shī*		K3	*māṇsā*	*-shī*

K4	*wāte*	*-lā*		K4	*māṇsā*	*-lā*
K5	*wāte*	*-tūn/ -hūn*		K5	*māṇsā*	*-tūn/ -hūn*
K6	*wāte*	*-tsā*		K6	*māṇsā*	*-tsā*
K7	*wāte*	-		K7	*māṇsā*	-
PP 1	*wāte*	*-t*		PP 1	*māṇsā*	*-t*
PP 2	*wāte*	*-war*		PP 2	*māṇsā*	*-war*
PP 3	*wāte*	*-dzawaḷ*		PP 3	*māṇsā*	*-dzawaḷ*
PP 4	*wāte*	*-warūn*		PP 4	*māṇsā*	*-warūn*
PP 5	*wāte*	*-dzawaḷūn*		PP 5	*māṇsā*	*-dzawaḷūn*
PP 6	*wāte*	*-pāshī*		PP 6	*māṇsā*	*-pāshī*
PP 7	*wāte*	*-kaḍe*		PP 7	*māṇsā*	*-kaḍe*

The table (1.1) describes two nominal roots *wāt* 'way' and *māṇūs* 'a man' respectively. The column 1 refers to seven cases (K1 to K7) and different postpositions (PP1 to PP7). In Column 2, the nouns are in oblique forms, and the Column 3 comprised of case markers; i. e. Nominative/ Ergative, Accusative, Instrumental, Dative, Ablative, Genitive, Locative, and Vocative and postpositions like; *-āt* 'in', *-war* 'on', *-dzawaḷ* 'near/ possessive', *-warūn* 'from above', *-dzawaḷūn* 'from near', *-pāshī* 'near/ possessive', and *-kaḍe* 'to'.

The point to be noted is case markers and postpositions attach their nominal host alike. They came in same paradigm. So, they are substitutable or complementary. There are more such postpositions can be listed above, but I have limited them up to seven. The purpose is only to compare case markers and postpositions.

9. The Analysis the postposition *–tSā*

Bloch (1970: 214) calls postpositions *–tsā, -tsī , -tse* as adjectives of belonging and then 'genitive'. Dhongde mentions that the adpostion *–tsa* denotes a possessive relation. It is akin to a case marker but takes the gender and number of possessed noun (Dhongde 2009: 114). The marker *–tsa* has its variant forms like; *–tsā* (MASCULINE), *–tsī* (FEMNINE), *–tse* (NUETER), *–tSā* (mostly OBLIQUE). Though they change according to gender, they all have not been analysed at

mental level to reach at its basic form *–tsa*. All these markers *–tsa* and its variants have fossilized now. So, any native speaker of Marathi can easily percept them as they are.

Marathi has homophonous marker *–tsa* having focus marking-function. It can occur with any word category without changing shape or meaning, and hence it is a particle. It need not be confused with possessive marker *–tsa,* which is a postposition. If both markers occur in the same construction or phrase, their functions remains different as possessive (former) and focus marker (later) as in *ram–**tsa**–**tsa** mat barobar āhe* 'only Ram's statement is true'. The focus marking particle *–tsa* does not show such relation, like postposition, between two words. In pronominal constructions, this postposition has different shapes as *–tsā, -tsī , -tse,* and *–tSā,* but in other constructions, they occur as *–tSā* (see. 3a.-d.).

(2)

a.	*rām-**tSā***	*bhāw-ā-ne*	*sāngitle.*
	ram.M3SG-PP	brother.M3SG-OBL-PP	tell.PST
	'Ram's bother told'		
b.	*rām-**tSā***	*bhahin-ī-ne*	*sāngitle.*
	ram.M3SG-PP	sister.F3SG-OBL-PP	tell.PST
	'Ram's sister told'		
c.	*sonu-**tSā***	*bhāw-ā-ne*	*sāngitle.*
	sonu.F3SG-PP	brother.M3SG-OBL-PP	tell.PST
	'Sonu's bother told'		
d.	*sonu-**tSā***	*bhahin-ī-ne*	*sāngitle.*
	sonu.F3SG-PP	sister.F3SG-OBL-PP	tell.PST
	'Sonu's sister told.'		

Arvind Jadhav, M.A. & UGC-NET (English), M.A. & UGC-NET (Linguistics), Ph.D. Scholar

10. Is it a Clitic?

Pandharipande (1997: 459) states that there are no clitics in Marathi. However, distinguishing case markers and postpositions, she gives example (1997: 283) and states that "some of the clitic particles can optionally intervene between the noun and the postposition (e.g., *dewātSā-tsa-sāṭhi* 'for the sake of god alone'). However, a clitic particle *–tsa* cannot occur before the case suffix (e.g., *dewātSā-tsa-lā* 'for god alone')". Here, the *–tsa* is either emphatic/ focus particle or possessive postposition. No clitic is there.

Normally, the emphatic particle *–tsa* occurs at the end of each word. Pandharipande's example: *dewātSā-tsa-sāṭhi* 'for the sake of god alone' seems somewhat awkward usage than *dewā-sāṭhi-tsa* 'for the sake of god alone' or *dewāt-lā-tsa* 'for the sake of god alone' which seems more natural.

11. Is it a Particle?

Pandharipande (1997: 272) writes the particles are attached freely to any constituent of the sentence or to the sentence (as a whole unit). They are not inflected. Further she gives some examples of particles. We take example (3); here the *–tSā* cannot be attached (as particle can attach freely to any constituent) to the adverb *bharbhar* 'speedily or rapidly' in (3a.) and to the adjective *sundar* 'beautiful' in (3b.), but the particle *–tsa* can be attached as in (3c & 3d).

(3)   a.   **bharbhar-tSā*

        b.   **sundar-tSā*

        c.   *bharbhar-tsā*   'only quickly'

        d.   *sundar-tsā*   'only beautiful'

Additionally, the particles do not show relation between two elements in the sentence. The *-tSā* shows possessive relation between such elements.

12. The Function of the Postposition *–tSā*

In the following example (4), the *-tSā* optionally intervened between nominal and the postposition *-ne*.

(4) a. *mādʒhā-ne*   *he*   *kām*   *dzamnār*   *nāhi.*

I.POSS.OBL-PP   this   work.N3SG   able.IPFV   be.PRS.NEG

'I am not able to do this work.'

b. *mādʒhā-**tSā**-ne*   *he*   *kām*   *dzamnār*   *nāhi.*

I.POSS.OBL-PP-PP   this   work.N3SG   able.IPFV   be.PRS.NEG

'I am not able to do this work.'

c. *mādʒhā-**tSā**-ne*   *he*   *bhraṣṭa*   *kām*   *dzamnār*

I.POSS.OBL-PP-PP   this   corrupt   work.N3SG   able.IPFV

nāhi.

be.PRS.NEG

'I am not able to do this corrupt/ illegal/ immoral work.'

In example (4b), why there is need of possessive postposition when there is already possessive pronoun that directly can accommodate instrumental PP –*ne* as in (4a)? Pragmatically, (4a) 'I am not able to do this work' has limited sense that suggests a person's physical or intellectual ability. But (4b) suggests wide range that 'I am not able to do this work' may be because of physical ability, mental/ intellectual ability, potential/ skill, or because of any other external reason (e.g. social, moral, external force, terror, etc.). It (4b) also suggests that someone else may do this but I cannot. The example (4c.) is given only to represent overt meaning extension of (4b.).

It normally shows possessive relation between two elements. Additionally, when it is optionally used, it is used to denote specificity purpose. In the following example, the (5b.) is used to specify that nowhere else, but in the house.

(5) a. *ghar-ā-t*

house.N3SG -OBL-PP

'in the house'

b. *ghar-ā-tSā-āt*

house.N3SG-OBL-PP-PP

'in the house'

There are constrains on the use of the postposition *-tSā.* In following example explains the fact that we cannot attach *-tSā + -āt* to abstract nouns.

(6) a. *mādʒhā*   *man-ā-t*   *don*   *witSār*   *āle.*

I.POSS.OBL   mind.N3SG-OBL-PP   two   thought.M3PL   come.PL.PST

'The two thoughts came in my mind.'

*b. *mādʒhā*   *man-ā-tSā-āt*   *don*   *witSār*   *āle.*

I.POSS.OBL   mind.N3SG-OBL-PP-PP   two   thought.M3PL come.PL.PST

'The two thoughts came into my mind.'

c. *to*   *tāp-ā-t*   *baḍbaḍlā.*

he   fever.M3SG-OBL-PP   babble.PST

'He babbled in fever.' or

'He uttered nonsensical sounds, mostly unconsciously, in fever.'

*d. *to*   *tāp-ā-tSā-āt*   *baḍbaḍlā.*

he   fever.M3SG-OBL-PP-PP   babble.PST

'He babbled into fever.'

Arvind Jadhav, M.A. & UGC-NET (English), M.A. & UGC-NET (Linguistics), Ph.D. Scholar

It needs more attention, though, it has been concluded that the –*tSā* is nothing but a postposition. So, the polysemous postposition –*tSā*, along with its possessive relation, always denotes some kind of specific function/ purpose in the given context. I also found it analogous to Hindi postposition -*Ke*.

13. Conclusion

The treatment of Case Markers and Postpositions even in the current grammars like Pandharipande (1997) and Dhongde & Wali (2009) is debatable and it is obvious that the very nature of the concept CASE is unsettled. The definition and terminology of case (*see;* Haspelmath 2009), the number of cases, the number of semantic roles are uncertain.

Schlesinger cites Chomsky in this regard, "I never know how people are able to pick out thematic relations with such security, I can't" (Chomsky 1982: 89 in Schlesinger 1995: 28).

DeLancey (2001: 64) states that "the fundamental requirement for a theory of case is an inventory of underlying case roles. And a basic reason for the failure of case grammar has been the inability of different researchers to agree on such an inventory" and he quotes Blake as:

> To establish a universal set of semantic roles is a formidable task. Although some roles are demarcated by case or by adpositions in some languages, in many instances they have to be isolated by semantic tests. There are no agreed criteria and there is certainly no consensus on the universal inventory. To a great extent establishing roles and ascribing particular arguments to roles involves an extra-linguistic classification of relationships between entities in the world. There tends to be agreement on salient manifestations of roles like agent, patient, source and instrument, but problems arise with the classification of relationships that fall between the salient ones. There are also problems with determining how fine the classification should be (Blake 1994: 67-68 in DeLancey 2001: 64).

The different grammarians adopted different treatment in this regard like; the traditional aspiration of assigning universally eight cases, Verbs and their Arguments (THETA-ROLES), Fillmore's (1968) DEEP CASES, Dowty's (1991) PROTO-AGENT and PROTO-PATIENT, Talmy's

(2003) FIGURE/ GROUND, DeLancey's (2001) THEME, LOCATION, and Langacker's TRAJECTOR/ LANDMARK.

So, the present study suggests that Case markers and Postpositions in Marathi belong to the same category, i. e. Marathi Postpositions. The postpositions like *–tsā (–tsī, –tse, –tSā)* in Marathi need to be studied further.

14. Some Additional Remarks

Does Marathi have prepositional entities? The words like, for example, *vinā* seems to be ambivalent (used as preposition and as postposition, *See* Hagege 2010: 14 among others) as it occurs before and after the nominal. The *vinā-/-vinā* has the same meaning at both instances.

(7)   a.   *vinā-tikīṭ*

PP-ticket.N3SG

'without ticket'

b.   *tikīṭ-ā-vinā*

ticket.N3SG-OBL-PP

'without ticket'

It is not the lone example. There are several uses of it like; *vinā-aṭ* 'without condition', *vinā-sāyās* 'without courage'. The similar views are also found in Burgess (1854); Joshi (1925); Varhadpande (1972); etc. Burgess (1854: 115) mentions that some particles from the Persian, having the force of postpositions, are prefixed to nouns; as, *bin-aprādh* 'without fault or crime', *bin-tsuk* 'without mistake', *bar-hukum* 'according to order', etc. Joshi (1925: 282) states that the postpositions sometimes are used before the words/ nominal (as prepositions). He gives examples like; *vinā-rakshashi, pari-satyatsiye, āḍ-drushti, and dekhil-Tānāji*, etc.

Varhadpande (1972: 259) mentions that rarely, the postpositions are prefixed in *Nagpuri Marathi* (Nagpuri Dialect of Marathi) as in; *binā-pāṇyāna* 'without water' and *binā-pāyśāna* 'without money'. Many of such words used as prepositional entity seems to Arabic/ Persian in

origin. But now days they are completely routinized/ accomodated in Marathi. The words like; *bar-hukum* 'as per order/ quikly', *bin-bobhāt* 'without propoganda/ secretly', *bin-dhāst* 'without fear' are frequently used.

They seems to be used even as preverbs as in; *to bin(ā)-boltā/ bin(ā)-jewtā gelā* 'he went without speaking/ without eating (having meal)'.

Conventions Used

The Unified style sheet for linguistics (2007), Leipzig Glossing Rules deveoped by Max Planck Institute for Psycholinguistics for interlinear morpheme-by-morpheme glosses, and Pandharipande (1997) for Marathi phonological transcription have been followed.

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An Overview of the Phonological Elements of Assamese in Karbi

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Abstract

The linguistic sphere of North East India is full of diversity. The Assamese language is seen as predominant language of the north-east India. Assamese Language with its own script and literature has been considered as a universal language is widely used in Assam and its adjacent states of Nagaland and Arunachal Pradesh for a long time.

The Karbi is one of the predominant hill tribes of Assam. The language of this tribe is known as Karbi. Karbi belongs to the Tibeto-Burman group of Sino Tibetan language family. The Karbis are bilingual. They are seen to use the Karbi language while exchanging ideas among the people of their own tribe and in the social life. They use Assamese with the non-Karbis. They are equally proficient in using both the languages – Karbi and Assamese for spoken communication. Due to various factors such as co-habitation of Karbi and Assamese people, cultural interaction, the use of Assamese script, etc., the influence of Assamese on Karbi has been found more active. As a consequence, a lot of Assamese features are used in Karbi language. Various phonological, morphological and syntactic elements of Assamese are found to have entered the Karbi language.

Here, an analysis is done regarding the phonological elements of Assamese available in Karbi.

Key words: Assamese, Karbi, phonological features of Assamese in Karbi

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dhanjoy Narzary, Ph.D. Scholar
An Overview of the Phonological Elements of Assamese in Karbi   57

1. Introduction

Assam is considered a miniature India for its synthetic nature of culture and typical population structure which comprises of the representatives of some major races like Aryans, Dravidians, Austrics and Mongoloids, etc. Moreover, many of the tribes and sub-tribes of these races preserve their own customs, traditions and languages for which Assam is now considered a multilingual state. Thus, Assamese culture appears to be a composite culture of various elements of all these tribes and sub-tribes. The Karbi community is one such important hill tribe of Assam.

The Karbi language belongs to the Tibeto-Burman group of languages under the Sino-Tibetan family of languages. The speakers of this language live mainly in the Karbi Anglong District, which was formerly a part of a district known as North Cachar and Mikir Hills District. This District was bifurcated on 11-02-1970 and one part of the district was renamed 'Karbi Anglong' with effect from 14-10-1976.

Karbi speakers live in different places of Assam, Meghalaya, Nagaland and Arunachal Pradesh also. The Karbi speaking areas of Assam at present cover parts of Karbi Anglong District and the adjoining border areas of the districts of Kamrup, Nagaon, Galaghat and Sonitpur in Assam and Khasi-Jayantia districts in Meghalaya, and Tuensang district in Nagaland. But it is considered that the Karbi standard colloquial is basically developed from the spoken Karbi of the Diphu Sub-Division of the Karbi Anglong District.

The Karbi people had developed very good neighborly relations with the people of the plains of Assam, especially of the Brahmaputra valley since the Pre-Ahom era, i.e., during the rules of Kacharis and the Jayantias. They had migrated to Assam during the Ahom rule. During the reign of Jayadhaj Sing (1648-1663), a few Ahom officers visited the Mikir Hills and gave settlement to some Karbi people in some villages. Subsequently, when they came in contact with the Ahom, they were allowed to settle permanently within the Ahom Kingdom on condition that they should pay annual tax to the king. Afterwards, when the British established their administration in Assam, the Mikirs had to come under the British rule. In course of time, the Karbis picked up the Assamese language for communication with others. They learnt it on their own initiative.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dhanjoy Narzary, Ph.D. Scholar
An Overview of the Phonological Elements of Assamese in Karbi   58

In this way, Karbi language came into contact with the Assamese language and Assamese, being the language of the rulers or the prestigious group, had a lot of influence on Karbi language mainly in the areas of vocabulary. The Karbi language has taken a good number of words from the Assamese language. These words have undergone some phonological and morphological changes. Here an analysis is done regarding the phonological elements of Assamese available in Karbi.

2. Phonological Elements of Assamese in Karbi Language

The Karbi language has incorporated many elements of Assamese through changes in sound. The incorporation happens in Karbi as the Assamese words are used freely by speakers due to necessity in communication. The words borrowed from Assamese into Karbi are pronounced using the features of Karbi language. The Assamese words used in Karbi seem to have changed in the use of vowels as well as consonant sounds. Such changed elements are illustrated below in brief.

2.1. Changes in Vowel Sounds

There are eight primary vowel phonemes in Assamese and five vowel phonemes in Karbi. The Assamese words incorporated into Karbi have notable changes in sounds. Examples are given below.

2.1.1. Assamese lower mid /o/ changes into Karbi low central /a/ and high back /u/ due to the absence of lower mid phoneme in Karbi.

Assamese	Karbi	Meaning
/Oŋkur/	/aŋkur/	'bud'
bota	bata	'a small utensil for keeping betel-nut'
doloŋ	deloŋ	'bridge'
dokait	dakait	'dacoits'
moina	maino	'a kind of bird'
rokom	rukom	'type'

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dhanjoy Narzary, Ph.D. Scholar
An Overview of the Phonological Elements of Assamese in Karbi   59

bondi	bundi	'arrested person'

2.1.2. Assamese low central /a/ changes into Karbi high front /i/, mid back /o/, high back /u/ and diphthong /ai/.

Assamese	Karbi	Meaning
barta	birta	'message'
bari	biri	'garden'
takon	tokin	'stick'
kani	kaini	'opium'
dag	aduk	'spot'

2.1.3. Assamese high back /u/ changes into Karbi mid back /o/, low central /a/, high front /i/ and mid front /e/.

Assamese	Karbi	Meaning
takuri	takeri	'a whirl round'
upor	apor	'upper'
uja	oča	'priest'
dukan	dokan	'shop'
buddhi	bidi	'intelligence'

2.1.4. Assamese higher mid front /e/ changes into Karbi high front /i/ and mid back /o/ phonemes.

Assamese	Karbi	Meaning
kerahi	korahi	'cauldron'
pera	pira	'a kind of sweets'

2.1.5. Assamese high front /i/ changes into Karbi mid front /e/.

Dhanjoy Narzary, Ph.D. Scholar
An Overview of the Phonological Elements of Assamese in Karbi   60

Assamese	Karbi	Meaning
muthi	muthe	'a bundle'

2.1.6. In very rare cases, Assamese diphthong /oi/ becomes /ui/ in Karbi.

Assamese	Karbi	Meaning
moi	mui	'harrow'

2.1.7. Prothesis. In Karbi, the addition of vowel is found in the initial position of a word borrowed from Assamese.

Assamese	Karbi	Meaning
dan	adan	'gift'
dor	ador	'price'

2.2. Changes in the Consonant Sounds

The Karbi language has 20 consonant phonemes. In Karbi, /b^h, d^h, g, g^h/ are mainly incorporated from Assamese and these remain in Karbi only as sounds as no minimal pairs are available for these. These sounds are used very less when compared with the use of other phonemes. There are numerous words borrowed from Assamese into Karbi. These words are used as Karbi words with slight modifications. Such Karbi modifications in the features of consonants are illustrated below:

2.2.1. Devoicing of Consonant: The Assamese words used by Karbi speakers are sometimes changed from voiced to voiceless. This change may have happened due to the absence of voiced sounds in Karbi based on the position of occurrence in the words.

	Assamese	Karbi	Meaning
g>k	gora	kora	'the stiff of a river'
	gakhir	kakhir	'milk'
	bogori	bokori	'a kind of plum fruit'

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dhanjoy Narzary, Ph.D. Scholar
An Overview of the Phonological Elements of Assamese in Karbi   61

	gh>kh	ghonta	khonta	'bell'
		ghori	khori	'clock'
		ghiu	khiu	'ghee'

2.2.2. Voicing of Consonant: There are also a few Assamese elements that are incorporated into Karbi through the voicing of consonants.

	Assamese	Karbi	Meaning
t>d	ator	ador	'distance'

2.2.3. De-aspiration: This is a notable feature in Karbi. Many Assamese words are used by de-aspirating the final aspirated sound. This modification happens because the aspirated sounds do not occur in the final position of the words. So, it is de-aspirated in Karbi. Some examples are given below:

	Assamese	Karbi	Meaning
kh>k	tarikh	tarik	'date'
	dukh	duk	'sorrow'
bh>p,b	robha	roba	'pandal'
	bheleki	beleki	'witch craft'
	labh	lap	'profit'
dh>d	dhon	dohon	'wealth'
	bondho	bondo	'close'

2.2.4. Nasalization: Assamese words are nasalized in Karbi. This is also called epenthesis that inserts /ŋ/ in medial position of the words when the words are Karbinized.

	Assamese	Karbi	Meaning
	kokila	koŋkila	'a kind of fish'

Dhanjoy Narzary, Ph.D. Scholar
An Overview of the Phonological Elements of Assamese in Karbi   62

toka	taŋka	'money'

2.2.5. The phoneme /l/ changes into /i/ in the final position of the word: The Assamese words ending with phoneme /l/ are changed into /i/ in Karbi. This change of phonemes is found among the illiterate speakers only.

Assamese	Karbi	Meaning
kopal	kopai	'forehead/luck'
naŋol	naŋoi	'plough'
narikol	narikoi	'coconut'
pitol	pitoi	'brass'

2.2.6. Loss of Initial Consonant: Some Assamese words lose their initial consonant in Karbi.

Assamese	Karbi	Meaning
kotari	tari	'knife'
sthir	thir	'stability'

2.2.7. Loss and Change of Final Consonant: Sometimes the Assamese loan words either lose or change their final sounds in Karbi.

Assamese	Karbi	Meaning
koloh	kolo	'earthen pot'
kur	ku	'spade'
bih	bi	'poison'
mal	mar	'goods'
kul	kur	'clan'

2.2.8. Assamese fricative /s/ changes into affricate /č/ in Karbi: The /s/ of Assamese changes into affricate sound /č/ in Karbi in the initial position.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dhanjoy Narzary, Ph.D. Scholar
An Overview of the Phonological Elements of Assamese in Karbi   63

Assamese	Karbi	Meaning
sabi	čabi	'lock'
sikar	čikar	'hunting'

2.2.9. Some Assamese words retain same phonetic features in Karbi: Some Assamese words used by Karbi speakers are noticed to retain the features as found in Assamese.

Assamese	Karbi	Meaning
napit	napit	'barbar'
pap	pap	'sin'
kuli	kuli	'labour'.

3: Conclusion

Karbi is predominantly spoken in Karbi Anglong Autonomous District Council of Assam. The Karbi speakers, due to co-habitation with the Assamese, picked up the Assamese language for the inter-group communication and for schooling. As a consequence, many Assamese elements got incorporated into Karbi vocabulary. It is seen that Karbi has taken quite a good number of words from the Assamese language. These words have undergone some phonological changes as the typical Assamese elements are either not available in Karbi or these could not be pronounced by a typical Karbi speaker.

In connection with the vowels, the Assamese words have been incorporated into Karbi vocabulary through modification. For instance, Assamese phoneme /o/ changes into /a,u/ in Karbi as in rokom> rukom meaning 'type'; /a/ changes into /i,o,u/ and /ai/ diphthong in Karbi as in barta>birta meaning 'message'; /u/ changes into /o,a,i/ in Karbi as in upor > apor meaning 'upper'; /e/ changes into /i,o/ in Karbi as in pera > pira meaning 'a kind of sweets'; /i/ changes into /e/ in Karbi as in muthi > muthe 'a bundle of cut paddy'; /o/ changes into /a,u/ in Karbi in dokan > dukan meaning 'shop'; /ai/ changes into /ui/ in Karbi as in moi > mui meaning 'horrow' and some process of prosthesis of Assamese words are found in Karbi as mentioned above in detail.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dhanjoy Narzary, Ph.D. Scholar
An Overview of the Phonological Elements of Assamese in Karbi   64

Similarly, the changes of consonants are also noticed in Karbi words. The words are incorporated into Karbi through modification such as devoicing and voicing of consonants, de-aspiration, nasalization, by changing of /l/ phoneme into /i/, losing initial sound and losing and changing final sound, etc. It is also observed that Assamese fricative /s/ sound becomes affricate /č/ in Karbi and some are incorporated with retaining same phonetic features in Karbi. In view of the above discussion, it is clear that in Karbi vocabulary, there are Assamese elements incorporated through the modification of vowels, consonants and to some extent retaining same phonetic shapes. However as regards the supra-segmental phonemes, such incorporation has not taken place as Assamese is not a tonal language but Karbi is.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dhanjoy Narzary, Ph.D. Scholar
An Overview of the Phonological Elements of Assamese in Karbi   65

Creative Versus Destructive Powers in Norman Mailer's
An American Dream

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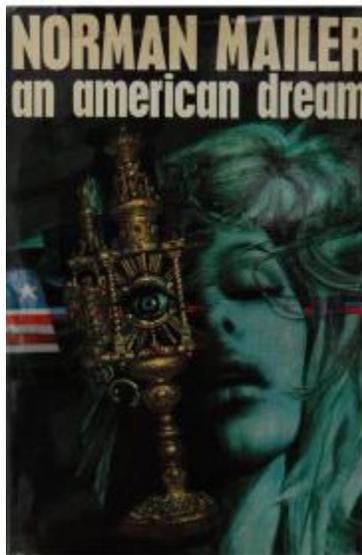
Abstract

Norman Mailer occupies a position of distinction and eminence in modern American fiction. The basic concern in his work is to provide great psychological depth to the portrayal of social reality and to depict dramatically important social issues. He is the projector of cultural heritage. He depicts the inherent dignity and reasoning capacities of all human beings. He used novel as a vehicle for conveying his understanding of the contemporary world. In this paper, social justice, moral stability, ethical standards, political awareness and humanism are analyzed.

Key words: Norman Mailer, American Dream, cultural heritage

Introduction

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dr. S. Joy Isabella
Creative Versus Destructive Powers in Norman Mailer's *An American Dream*   66

Mailer has positively presented his human concern through effective themes. Two major themes can be perceived in all of Mailer's fiction. They are social ills and the plight of an individual in contemporary society. Though the themes are universal, Mailer differs from others in perspective, in responding to the helplessness of an individual society. His writing is concerned with social and cultural factors, the great expansion of sociology, war, brutality, depression and unemployment, the implications of money, class and ideology, the individual sentiments and sensibilities that grew out of such a history.

Works of Mailer
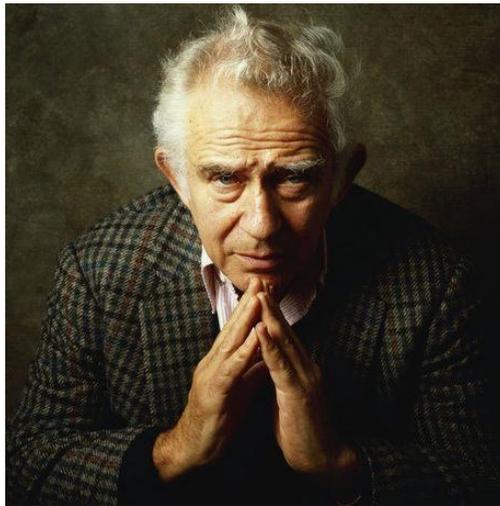
Norman Mailer
Courtesy: http://www.rottentomatoes.com/celebrity/norman_mailer/

Advertisement for Myself, Tough Guys Don't Dance and *The Executioner's Song* are primarily sociological. Mailer's other novels are *Of a Fire on the Moon, Why are we in Vietnam?, Prisoner of Sex and Miami and the Siege of Chicago*. Mailer's *An American Dream* contains characters who possess constructive and destructive force.

Critical Analysis

Constructive Force

Stephen Richards Rojack, the hero of the novel stands for constructive force. He is a war hero. He is a popular television personality and everyone can identify him. He is highly talented and his success story gives the readers the impression that he is a figure appearing in a dictionary of American heroism. He has contributed much to the society. The creative power in him aids

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dr. S. Joy Isabella
Creative Versus Destructive Powers in Norman Mailer's *An American Dream*   67

him in such endeavours. His marriage to Deborah brings him close to the Kelly family, which is at the hub of conspiracy in society. He is confronted with people who belong to all layers of society. For example, Deborah belongs to the aristocratic background. Her ancestry reveals her ties to various levels of power in business, aristocracy and state. She is the only daughter of Barney Oswald Kelly, a man of indeterminate wealth and power. As Rojack says of her, " She has been my entry into the big league. I had loved with the fury of my ego… with her beside me I had leverage" (AD.7, 8).

Destructive Force

Rojack had been most unsuccessful in his marriage. He admits the fact that his life with her had been "a series of successes cancelled by quick failures" (AD15). He is ashamed of her infidelity. She is a representative of destructive force to Rojack. He loves her for her worldly power, which has poisoned his inner life. When he is most abject and fearful before her, she taunts him with the pleasures of her infidelities. As he remarks, "Marriage to her was the armature of my ego, remove the armature and I might topple like clay(AD71)". She is an expression of all the destructive and negative aspects of his present existence. She represents the forces of darkness and he is in conflict with her destructive force. Sarla Palker recognizes the destructive power exuding from some women. It is applicable to Deborah too. She has " an obsession with the image of a destructive woman, a woman who makes man's life a living hell for him and who prevents him from realizing his aspirations in life."(14)

Deborah's eyes haunt Rojack after her death. She is characterized as a man-eating beast. Her grandfather, Mangaravidi ran a meat-packing plant. The taste for flesh is in her world. As Allan J. Wagenheim remarks:"Deborah is depicted not as a normal adversary, but as a supra-human, a monster and always in animal terms- a great bitch, a lioness, a bull- always a ferocious and predatory animal "(147).

Longing for Freedom

Rojack is instinctively repelled by her touch and longs for freedom from her hooks. He believes that she has the power of a witch and says "She had powers, my Deborah, she was psychic to the worst degree, and she had the power to lay a curse" (AD.22). In the beginning of the novel, Rojack is suffering from the pangs of estrangement from his wife. He is gripped by a

Language in India www.languageinindia.com ISSN 1930-2940 14:9 September 2014
Dr. S. Joy Isabella
Creative Versus Destructive Powers in Norman Mailer's *An American Dream*   68

sense of spiritual failure amid the trappings of material success. She has worked at castrating Rojack. To Rojack, Cherry, the beautiful blonde nightclub singer is the origin of creative power. Through Cherry, he finds a meaning in life. Considering Cherry's past life, one can find that anti-life force violently operated against her from childhood itself. She has been the mistress of Kelly. Cherry, who is a mixture of creative force and destructive force, seems to offer the creative force to Rojack. She does not allow herself to be crushed by the destructive force. She maintains a hard-core integrity. Within the brutal world she revolves in, she is effectually able to survive.

Barney Oswald Kelly, a Rich Evil Force

Another member of the destructive force who operates against many characters in the novel, is Barney Oswald Kelly. He is the eighth richest person in the United States, and he had "made a million two hundred times". (AD 1) Considering Kelly's background , he comes from a working class Irish family. Kelly has become wealthy by stealing three thousand dollars from his father and speculating on the stock market. He is a corrupt person who has ruthlessly worked his way from poverty to incalculable wealth and power. As Kaufmann has amply demonstrated" America has made Kelly into a corrupt version of the Renaissance man."(9) Kelly, the ring leader is responsible for vandalism and illicit romance. He is presented as the unavoidable, dark shadow which accompanies the American dream of success. So, he may be considered   the destructive force not only for Deborah, but also for Rojack.

Mailer's Theory – A Stifled Self Becoming a Balanced Self

Mailer incorporates his theory in *An American Dream*. His theory is that by airing one's obsessions, by confronting waste and by engaging death, one may help a stifled self to become a balanced self. Through the destruction of the destructive force, Rojack is able to establish his relationship with the creative force of Cherry. He creates a world of violence and then he preceeds to love. Rojack longs for a bright future. He has shed his false self. Philip H. Bufithis justifies Rojack's action saying, "The pivot of the book's action is Rojack's murder of his shrewish, estranged wife, Deborah CaughlinMangaravidi Kelly, who has come to represent for him an oppressive anti-life force." (65)

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dr. S. Joy Isabella
Creative Versus Destructive Powers in Norman Mailer's *An American Dream*   69

Annihilating the destructive force, Kelly, he wants to join with the creative life force of Cherry. Unfortunately, Cherry is killed by a Harlem thug. Rojack's creative force tries to join with Cherry's creative force, so that he can be doubly strong to live in the world of treachery. When time fails to add creative force to him, he sets off to search for another source of creative force. In the novel, Cherry's death leads to the growth of Rojack. Her death enables Rojack to set out his journey into the primitive jungles of Yucatan and Guatemala. He has experienced the American dream of power, wealth and status. But they cannot give him the peace of mind. As long as he continues his life in the violent American society, he cannot achieve his dream of peace.

Escape from the Corrupt Society - Regeneration

Rojack arrives in Las Vegas; he has fantastic luck at the gambling tables. He wins enough money to pay off his debts in New York and decides to desert America. He sees a jeweled city and proceeds on his journey. Rojack escapes from the corrupt society of the United States into the sanctuary of an unspoiled state of nature. Rojack achieves the American dream of success. But the price he pays is too large. He has to break the power lines which tie him up. As Laura Adams remarks: "Rojack is an American archetype, who grapples with the devil to emerge victorious with a sense of fresh possibility gained from this most elemental battle" (96).

Rojack's deepest resources of perception emerge after he slays his wife. His intensified perceptions are essential to the first stage of Rojack's regeneration. His strange calm and sense of renewed life make him aware, with a hallucinatory intensity of the life in his body, hair and eyes. He sees molecules living and dying around him. His eyes seem like those of the last German he killed in the war, to go all the way back to God. Murder requires an extraordinary commitment to discover the self, since it violates the most basic mandates and taboos of society and since it involves the murderer in confrontation with death. Certainly, murder forces the individual back to his instincts. His return to instinct is accomplished in several ways. First, he is caught up in mortal combat and needs to rely on his deepest instincts for self-preservation. Second, murder involves acting out one's needs and emotions rather than bottling them up by repression and sublimation. Third, murder necessitates the individual's dependence upon himself and his resources and the rejection of society and its taboos. Finally, as Rojack's plight concerning the disposal of Deborah's corpse makes clear, it pits the individual, alone, against the society which

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dr. S. Joy Isabella
Creative Versus Destructive Powers in Norman Mailer's *An American Dream*   70

he has rejected. In this process of death, action, rebellion, and outlawry, the murderer is forced to rely on his instincts and the courage he can muster.

Confrontation between Exterior and Interior Reality

Murder involves the simultaneous confrontation of exterior and interior reality. Rojack begins his voyage without and within when he murders Deborah. He is free of her, of her malice towards him, and of his past. Their marriage is dissolved, and though Rojack believes that Deborah still maintains a magical hold over him, and the hold seems weaken during the course of the novel. He has also won internal liberation. He has had the courage to remove this armature, and is rewarded not by his disintegration but by the rediscovery and repossession of his own violent self. Although Rojack has been weak enough to depend upon something outside of himself for meaning, the measure of his heroism in this novel lies in the fact that he deliberately overthrows this external armature and seeks to find a centre within himself. Mailer seems to assert that murder is Rojack's road to salvation. It is a journey into the deepest part of himself. He feels a catharsis and finds renewal. The annihilation of the destructive power preserves his creative power.

Naming Process: The Style of the Author

Norman Mailer's style is energetic, full of connections and restless. He has developed this style to very good effect in the novel. In the opening of the novel, Mailer makes reference to Kennedy. Rojack's meeting with Kennedy has a significance. It portrays Rojack as a successful hero and he is a representative of creative force. In the fable of Rojack, Mailer presents a picture of an equally successful man's willing descent into the same spiritual maelstrom.

Mailer names his characters in such a way as to reflect their basic qualities. Their names reflect whether they represent creative force or destructive force. Deborah's name is filled with ominous overtones. Deborah sounds like devourer and Caughlin like coffin. Mangaravidi suggests mangle and the Italian for avid to eat. The significance of the domination – submission struggle is evident in the novel. Deborah is identified by the name Deborah Kelly and she is never identified by her married name, until Rojack announces her death. Deborah is a devourer of Rojack's creative force. The villain of the piece, Kelly, sounds like killer. He is the killer of the creative force.

The Locale

Locale plays an important role in the novel. Rojack has to leave New York because it is an epitome of evil, disguised as modern civilization. Then he passes through the sunbaked desert lands like New Mexico and Arizona in order to cleanse his soul. Las Vegas represents a wasteland of marooned souls, greed and lunacy. Yucatan represents an ancient land and it might provide a state of bliss. So, Rojack races through the evil lands and tries to reach Yucatan in Mexico. It is the seat of an ancient civilization. It also represents the mythic reservoir of peace, serenity and transcendent spiritual attainment. Whereas New York and Las Vegas stand for destructive anti-life force, Yucatan and Guatemala represent creative life force. Rojack passes through New York and Las Vegas to reach Yucatan and Guatemala. The destruction of the destructive force leads him to create a new life.

Characterization of the Hero

Mailer could not visualize a hero capable of recreating America within its present boundaries. He must begin anew in a new place. Totally isolated and shattered, he appears unable to purge himself of the emotional vestiges of the past. He is drained of energy at the end of the novel. Unable to get reconciled with the American society, he leaves for the jungles of Yucatan and Guatemala. He renounced the dream of power. His confrontation with the society takes three phases - Deborah, Shago Martin and Kelly. In each of these tests Rojack requires power and violence which liberate his quiescent self.

Early harmony in Rojack's life is destroyed by Deborah and Kelly. He uses violence for destroying them. Mailer uses exquisite language to achieve his purpose. As it is characteristic of the modern novel, it is open-ended. The final journey to Yucatan and Guatemala suggest light and hope for the future. Mailer seems to suggest that the crimes committed by Rojack are insignificant when compared with the atrocities perpetrated by Deborah and Kelly on him. Mailer appears to be of the view that Rojack is more sinned against than sinning.

Mailer's skillful use of language makes it part and parcel of the themes. The themes and the style in which they are dressed, are so inextricably bound that they work together on the reader. Like the shot silk that cannot exist without the strands of the two shades, technique and themes permeate into one another.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dr. S. Joy Isabella
Creative Versus Destructive Powers in Norman Mailer's *An American Dream*   72

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Dr. S. Joy Isabella
Creative Versus Destructive Powers in Norman Mailer's *An American Dream*   73

Error Analysis and Paragraph Writing

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To My Husband Farshad Zarei, and my father and mother

GholamReza Ahrami and Fatemeh Aslani

MasomehAhrami

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Abstract

Writing is a highly complex process for native and non-native speakers of English language. Today, English language has become a necessity all over the world. The main focus of the research presented in this monograph is to present the form and function of the paragraph and the errors committed at the paragraph level. The present study attempts to reveal paragraph errors of English learners at the under graduate level in Bushehr University of Medical Sciences and Health Services in Bushehr City, Iran. The areas of the problem to be probed are as follows:

1-What is the role of errors in remedial measures?

2-Why do students commit errors in paragraph writing?

3-Which type of errors should the researcher study in this research?

4-What is the purpose of error analysis in learning language?

Key words: English as a foreign language in Iran, paragraph writing, errors and error analysis

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CONTENTS

CHAPTER ONE
INTRODUCTION

CHAPTER TWO
REVIEW OF RELATED LITERATURE

CHAPTER THREE

METHODOLOGY OF THE STUDY

CHAPTER FOUR
RESULTS AND DISCUSSION

CHAPTER FIVE

CONCLUSION

LIST OF ABBREVIATIONS

TL= Target Language
EA= Error Analysis
EFL= English as a foreign language
CA=Contrastive Analysis
LI= Native Language
IL=Inter Language

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CHAPTER ONE

INTRODUCTION

</div>

1.1. Introduction

Writing is a highly complex process for native and non-native speakers of English language. Today, English language has become a necessity all over the world.

English is used as an international language among all nations in the world. No doubt, learning English requires mastering the four language skills; listening, speaking, reading and writing. Writing requires thinking and cognitive processes to be produced. It is considered the most complex skill because it goes through different stages i.e., prewriting, writing and editing, to reach its final product. Trembley (1993) viewed writing as a hard and risky skill. Additionally, writing involves different aspects such as spelling, punctuation, organization...etc. Despite its complexity, writing is very important for communication. It creates a communication channel between the writer and the reader. It is needed to transfer messages, letters, and knowledge, to take exams and to maintain learning. However, proficiency in one's native language does not necessarily lead to proficiency in L2 writing (Archibald, 2004). Many native speakers find difficulties in mastering the writing skill (Celce-Murcia,2001). Nonetheless, writing is a crucial skill that is poorly acquired, researches into writing problems seem to be behind those examining other language areas (Klassen, 2001). Chidambaram (2005) argued that writing is a conscious, deliberate and planned activity. Writing has been regarded as an alternative medium of language, as it gives permanence to utterances. Writing enables the transmission of ideas over vast distances of time and space and is a pre-requisite of a complex civilization.

Bloomfield (1933, p.21) observed that "writing is not language but merely a way of recording language by means of visible marks". It needs a systematized form by making use of the components namely graphemes, vocabulary, syntax, etc. So as to make a decoder understand it clearly. Language is a storehouse of knowledge with many dimensions of production and reception, so a standard system is needed to record a language in coded form. Writing is a form of encoded symbols in the form of print or impression (Khansir, 2010).

A paragraph is the fundamental unit in a composition. A paragraph is a sentence or group of sentences that develop one idea or one point. Thus, a paragraph is built around that central idea. Each paragraph should have a topic sentence. The topic sentence presents the main idea of the paragraph. It is also called the controlling idea because it limits the subject of the paragraph. It suggests ways of developing the thought. In a unified paragraph all sentences relate to the topic sentence by explaining it with facts, examples, and supporting details. Paragraph writing is the first step towards any form of writing. A suitable teaching of paragraph writing will help the learners to write a good writing Essay and Thesis.

The main focus of this research is to express opinions at the paragraph level. Therefore, paragraph writing or the organization of a paragraph is of primary importance. However, writing builds larger units from smaller ones; that is, writers use words to make sentences, sentences to make paragraphs, and paragraphs to make such compositions as letters, reports, and college themes (Hart & Reinking 1990:11). Rajatanun (1988:95) said that a paragraph is a unit of writing which expresses one central idea and consists of two kinds of sentences: a topic sentence and a number of supporting statements.

Error analysis is one of the major topics in the field of second language acquisition research. Learner's errors are seen as a natural and vital part of the learning process. They are

also seen as inevitable, since learners are encouraged to explore the target language. English language has a different system of grammatical rules. The learner of English as a second or foreign language is unaware of the existence of the particular system or rule in the English language (Khansir, 2010). Corder (1967) proposed the hypothesis that errors are evidence of learner's strategies of acquiring the language rather than signs of inhibition or interference of persistent old habits. He claimed that a systematic study of errors is essential in order to discover the learner's built-in syllabus and learning strategies. He added that this information arrived at through error analysis, would be useful to text book writers, teachers and learners.

1.2. Statement of the Problem

The present study attempts to reveal paragraph errors of English learners at the under graduate level in Bushehr University of Medical Sciences and health Services in Bushehr city. It seems worth mentioning that English is considered as foreign language in Iran. To probe this problem, this study requires of the present researcher to visit the universities, discuss with teachers, and study prescribed text books and syllabus.

The areas of the problem to be probed are as follows:

1-What is the role of errors in remedial measures?

2-Why do students commit errors in paragraph writing?

3-Which type of errors should the researcher study in this research?

4-What is the purpose of error analysis in learning language?

This research cannot and does not pretend to offer prescriptions for solving every problem. However, it is hoped that what this M.A. Research will try to show in its limited scope

is to exemplify how errors are an integral part, directly or indirectly, in language teaching and learning.

1.3. Need for the Study

Today English language is very important and international language in the world. The role of English language can be used to increase the knowledge of the foreign students in their subjects. It seems worth mentioning that the study of English Errors help the students in order to learn the target language as 'device the students use in order to learn their subjects effectively. Researches have provided empirical evidences pointing to emphasis on learners' errors as an effective means of improving language of students.

It is generally felt that Iranian learners have a lot of problems in English language in general and in particular in paragraph writing of English language. That is one of the reasons why the researcher has researched this field. Students commit repeated errors in using the target language. There is a great need for such a study to point out why errors are committed by the students and then we need to bring out few remedial measures to enable the students to improve their language and use English flawlessly.

1.4. Questions and Hypotheses of the Study

This study attempts to answer the following question

1. Is there a difference in types of errors between pre-test & post-test in paragraph writing of Iranian EFL students?

The following hypothesis is formulated

H1. There is a significant difference in types of errors between pre-test & post-test in paragraph writing of Iranian EFL students.

1.5.   Objectives of the Study

The purpose of the study is to examine the errors of paragraph writing of Iranian EFL students in Bushehr University of Medical Sciences and Health Services, and compare the errors of Iranian learners' paragraph writing in their pre -test and post- test. Finally, the present study will try to suggest remedial measures**.**

1.6.   Methodology of the Study

The present study concentrates on the errors of paragraph writing of Iranian learners of English at under-graduate level in Bushehr University of Medical Sciences and Health Services.

All language learners inevitably produce errors when they write or speak a second language, and that a systematic analysis of errors can provide useful insight into the processes of language acquisition. Therefore, it was concluded that a systematic analysis of errors is very valuable. The methodology adopted in this study consists of the processes such as a) Data collection and b) Data analysis. The data was analyzed utilizing the computer programmed from SPSS in this research**.**

1.6.1. Participants

The subjects for this study included 90 first year medical students at the under-graduate level in Bushehr University of Medical Sciences and Health Services as foreign language learners.

1.6.2. Procedures

The process of the present research involved in pre- test and post- test of paragraph writing. After, administration of General English Proficiency Test, Background Questionnaire, the students are requested to answer to pre -test .As after, pre- test. The knowledge of the students will be tested. The students will be taught the rules of the paragraph writing. After teacher instruction (the teaching of the paragraph writing), the researcher will give them a post -test questionnaire (paragraph writing).

1.6.3. Instruments

1. *A General English Proficiency Test* (Transparent) for determining the proficiency level in English of the participants.

2. *A background questionnaire* to elicit information on subjects' age, gender and level of education.

3. *Pre- test and Post -test of paragraph writing* will be developed by the investigator.

1.7. Definition of Key Terms

1. **Error:** an error which results from incomplete or false knowledge, it is related to learner competence.
2. **Foreign language**: is a language which is taught as a school subject in school and it is not used as medium of instruction, for example, in Iran.
3. **Interlingual error:** an error which results from language transfer.
4. **Intralingual error**: an error which results from faulty or partial learning of target language.

5. **Mistake:** A usage that is incorrect which results from carelessness, fatigue and lack of attention. It is related to learner's performance.

6. **Over generalization:** covers instances where the learner creates a deviant structure on the basis of his experience of other structures in the target language.

7. **Developmental error:** An error in the language used by a first or second language learner which is the result of a normal pattern of development, and which is common among language learners.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2. 1. Introduction

Language is a means of communication thoughts and feelings, though not the only means. Cries, signs, gestures, pictorial representations, etc., also serve as a means. Man alone uses language for communication. As Bollinger (1968: 3) argued that "language is species-specific. It is a uniquely human trait, shared by the cultures so diverse and by individuals physically and mentally so unlike one another." Language is one of the most important characteristic forms of human behavior. It is man's ability to use language for purpose of communication that distinguishes him from other animals. Accordingly, it has always had a place in human affairs (Khansir, 2012c).

The word "language" is often used to refer to several kinds of human activity, such as the language of music, language of circus, and so on. However, in its ordinary sense, it primarily focuses on the oral and written medium that we use to communicate with one another. We use it especially to refer to human language and thus we tend to distinguish between language and other forms of communication. A general definition characterizes language as a system of arbitrary vocal symbols by means of which members of a society interact with one another.

2.2. English as an International Language:

The use of English for purposes of international communication, as encountered especially among people who do not have the language as a mother tongue. English language is

used as an international language among all people around world. According to this claim, Crystal (1995) mentioned two factors that have caused English language emerge as an international language: "The expansion of British colonial power, which peaked towards the end of the 19th century and the second factor is the emergence of the United States as the leading economic power of the 20th century." Thus he also added that the second factor continues the explanation of the position of the English language today.

Widdowson (1997:139-140) argued that English as an international language is not distributed as a set of established encoded forms, unchanged into different domains of use, but it is spread as a virtual language…it is not a matter of the actual language being distributed but of the virtual language being spread and in the process being variously actualized . The distribution of the actual language implies adoption and nonconformity. ..It spreads, and as it does, it gets adapted as the virtual language gets actualized in diverse ways, becomes subject to local constraints and controls.

Crystal (1997, p.360) explained the role of English language used in world as follows " It is the main language of books, newspapers, airports and air traffic control, international business and academic conferences, science, technology, medicine, diplomacy, sports, international competitions, pop music and advertising. Over two-thirds of the world's scientists write in English. Three-quarters of the world's mail is written in English. Of all the information, in the world's electronic retrieval systems, 80% is stored in English. People communicate on the internet largely in English. English radio programs are received by over 150 million people in 120 countries; over 50 million children study English as an additional language at primary level; over 80 million study it at secondary level (these figures exclude China). In any one year, the

British council helps over a quarter of a million foreign students to learn English in various parts of the world. Half as many again learn English in the USA".

2.3. English as a Foreign Language

Richards, et al., 1992 discussed The role of English in countries where it is taught as a subject in school but not used as a medium of instruction in education nor as a language communication within the country". Jenkins (2002) made a distinction between EFL and EIL. EFL is to use English as a foreigner to communicate with native speakers and the purpose of learning EFL is to gain the near-native competence. EIL, on the other hand, is to use English for international communication and the speakers are not foreign speakers, but international speakers of the language.

Khansir (2010) mentioned that in countries such as Iran, where English is taught as a foreign language, it seems difficult to develop the ability of the learners to a standard level. Lack of English input in the everyday life of the learners can be considered one of the major problems. In comparison with countries such as India, there are almost no programs on TV in English; there are few English newspapers or magazines, and almost no opportunity to visit native speakers of English.

English is considered a foreign language in Iran and has not been seen as an important factor in the development of the country. It has always been a foreign language in Iran and there was no need to make it the people's second or official language. Nowadays, in order to maintain and develop the country in a globalized world, it seems necessary to obtain the medium of communicating with the whole world. Changes in educational system, new language teaching/learning policies, new curriculum and materials, and welcoming new opinions and criticisms about the present status of English in the country, is inevitable in Iran.

2.4. **English in Iran**

During World War II, Iran was under the influence of Britain and the United States of America, during which the most remarkable influence of English language was the emergence of a new foreign language. Britain's occupation of Iran together was used as the strategic route to send supplies to the Soviet Union. Another reason is the discovery of petroleum in the early 1900s that attracted other governments, especially the U.S.A. and Britain, to invest their capital in Iran. Rich Iranian people traveled to Europe and the United States of America and therefore had the opportunity to be in touch with the native speakers of English.

English in Iran is used as a foreign language. It is neither an official language, and a medium of instruction nor used in business communication. In Iran English language as a subject is taught as a foreign language from middle (Guidance) school. Though it was introduced as a subject from middle school, the Iranian students accepted it as language to pass in the examination. But last few years, the scenario of English teaching and learning has been changed in Iran. Being realizing the importance of English as language of science and technology like many developed countries, Iran has also embraced it as one of the successful key of knowledge in its education system and now it has been made as an important subject from school level to university level. The Iranian families are also now aware of the fact that the knowledge of English is crucial for international communication for their children.

According to Khansir (2010), today the demand for learning English language among Iranians is growing. There is a great enthusiasm in learning English among Iranians. At present there is a significant development of students' enrollment in various educational institutes to learn English. There are now many newspapers, magazines and T.V. programs in English.

2.5. Writing

Writing plays an essential role in language learning. Writing is defined as art of a writer. Hyland (2003) mentions the value of writing "the ability to communicate ideas and information affectively through the global digital network is crucially dependent on good writing skills." It implies the fact that the mental representation by means of lexical manipulation is given in the form of script or marks in the process of writing. Thus *writing* defined as a term refers both to an act and the result of that act. This immediately sets up two possible perspectives on acquiring writing: Learning the process of composing and learning the form and organization of the product. But writing also has a social dimension and purpose, which can lead to other perspectives focusing on genre, voice and audience (Swalles 1990; Cope and Kalantzis 199; Fairclough 2001; Ivanic 1998). Writing being one of the four skills of listening, speaking, reading, and writing has always formed part of the syllabus in the teaching of English language. However, it has been used for a variety of purposes, ranging from being merely a 'backup' for grammar teaching to a major syllabus strand in its own right, where mastering the ability to write effectively is seen as a key objective for learners (Harmer 2004).

The learning of writing is one of the most important skills that second language learners need to develop their ability to communicate ideas and information effectively in target language. Writing can be recognized as an integral part of language learning process in ELT classroom. However, writing is a practical representation of unit of a language expression. Drawing pictures or letters is not writing. A sign painter might paint 'Persian characters' but he/she is not writing unless he/she knows how to write Persian, i.e. unless he/she understands Persian and the characters. Throughout the history of language teaching, linguists, teachers, and

experts have stressed the different features of writing and this has given birth to a number of approaches to writing such as process, product, integrative, genre approaches (Khansir, 2012b).

2.5.1. Writing Perspective: Product and Process

Product approach to the teaching of writing emphasizes mechanical aspects of writing such as focusing on grammatical and syntactical structures and imitating models and this approach is primarily concerned with correctness and form of the final product, whereas, Process approach emphasizes that writing itself is a developmental process that creates self-discovery and meaning. It is concerned with the process of how ideas are developed and formulated in writing. The approach focuses on how clearly and efficiently a learner can express and organize his/ her ideas clearly. In this approach, students are given opportunity to write what they have in their mind on paper, writing without worrying about form, grammar and correct spelling. (Khansir, 2010).

In product approach, Badger and White (2000) offer writing as mainly concerned with knowledge about the structure of language, and writing development as mainly the result of the imitation of input, in the form of texts provided by the teacher. "Product approach only emphasizes linguistic aspects, but ignores the content part, writing freedom, and cognitive approaches. It shows low surrender value in creative writing, it says nothing about "the process of composition and it cares for only accuracy, but not for fluency." (Khansir, 2012b:292).

Tribble (1996, p 33) suggests that "process approaches stress writing activities which move learners from the generation of ideas and the collection of data through to the publication of a finished text."

2.5.2. Paragraph Writing

Jayakaran (2005: p. 7) argued that "the basic unit of any writing, be it a composition, an essay, an article of general nature, a short story or even a humour piece, is the paragraph". A paragraph may consist of 2 to 10 sentences. There are three types of sentences: Simple, Complex and Compound. Any paragraph would contain a combination of all these types.

O'Donnell and Paiva (1993:2-4) provided more details about the essential parts for paragraph writing which include a topic sentence, supporting sentences, details, logical order, logical connectors, a concluding sentence, unity and coherence.

Owl(2009:40) clarified a paragraph as a group of closely-related sentences which deal with and develop one idea. According to him, it is like a family in which all members are related; likewise, all sentences in the paragraph are related. Almost every piece of writing that is longer than a few sentences should be organized into paragraphs. Besides, Baker (1962:16) described this unit as a collection of connected sentences which show building blocks of solid ideas that are organized smoothly around one single idea in the paragraph.

2.5.2.1. How to Write a Paragraph

1. Pre writing: when you think carefully and organize your ideas for your paragraph before you begin writing.

2. Writing: when you start to write and turn your ideas into sentences such as write the topic sentence, supporting sentences, supporting details, and closing sentence.

3. Editing: when you check your paragraph for mistakes and correct them.

4. Publishing: when you produce a final copy of your paragraph to hand in.

2.5.2.2. Structure of a Paragraph

The structure of a paragraph consists of three important elements, they are as follows:

1. The topic sentence: it introduces the paragraph and tells the reader what your paragraph will be about. The usual position of the topic sentence is at the beginning of the paragraph but it can sometimes occur anywhere in such unit.

2. The supporting sentences (main points): they come after the topic sentence, to explain your topic sentence. The supporting sentences with their supporting details make up the body of a paragraph.

3. The closing sentence (conclusion): the closing sentence is the last sentence in a paragraph. It restates the main idea of the paragraph using different words and tells the reader what you were writing about.

2.6. Discourse and Text

Discourse and text is called as aspects of language communication. Richards, Platt & Platt (1992) argued that "discourse is a general term for examples of language use, i.e., language which has been produced as the result of an act of communication." Text is used as means the linguistic form in a stretch of language and those interpretations of them which do not vary with context. Discourse analysis is the interaction of the text with the knowledge of context to create discourse. Potter (1997) mentioned that discourse is the medium for interaction; analysis of discourse becomes, then analysis of what people do. "Text is defined as units of language which consist of a single word, or single sentence or even a novel. Text is meaningful" (Khansir, 2012c:p 169).

2.7. Applied Linguistics

The term *applied linguistics* seems to have originated in the United States in the 1940s. According to applied linguistics site, 2013, "In the United States, applied linguistics also began narrowly as the application of insights from structural linguistics—first to the teaching of English in schools and subsequently to second and foreign language teaching. The linguistics applied approach to language teaching was promulgated most strenuously by Leonard Bloomfield, who developed the foundation for Language Learning Program (Army Specialized Training Program and by Charles C. Fries, who established the English Language Institute (ELI) at the University of Michigan in 1941. In 1948, the Research Club at Michigan established Language Learning: A Journal of Applied Linguistics, the first journal to bear the term applied linguistics. In the late 1960s, applied linguistics began to establish its own identity as an interdisciplinary field concerned with real-world language issues. The new identity was solidified by the creation of the American Association for Applied Linguistics in 1977".

The creation of applied linguistics as a discipline represents an effort to find practical applications for modern scientific linguistics (Mackey, 1965). Applied Linguistics is often said to be concerned with solving or at least ameliorating social problems involving language. "Applied Linguistics is using what we know about (a) language, (b) how it is learned, and (c) how it is used, in order to achieve some purpose or solve some problems in the real world" (Schmitt and Celce-Murcia 2002:l).

Though, the term applied linguistics has traditionally been associated with the scientific study of such areas as TESOL, TEFL,TESL language teaching and learning , applied linguists do a variety of things: the basic idea is, as the definition implies , to contribute to the real-world issues.

Applied linguists' research some of the questions as follows:

1. How can languages best be learnt and taught?

2. What social factors effect on language learning?

3. How can technology be used to contribute to the effectiveness of language teaching/ learning?

4. What are the related problems associated with language disorders? How can these be prevented?

Varshney (1998) defined applied linguistics as the collective term for the various applications of linguistic (and phonetic) scholarship to related practical fields- foreign language teaching, lexicography, translation, speech pathology and therapy, error analysis, etc. Applied linguistics in the widest sense, therefore, borders on other disciplines, for example, sociology, anthropology, psychology, biology, computational linguistics, stylistics, etc. The speech therapist, the literary critic, the translator, the communication engineer, the language teacher, the syllabus framer, the educational planner, the text book writer, the dictionary maker have found linguistics useful for their work. "Applied linguistics is a consumer, or user, not a producer of theories" (Varshney, 1998:13). As a field of study it is about more than 50 years old.

2.8. Contrastive Analysis

Contrastive analysis has been commonly recognized as a branch of Applied Linguistic Science. The American linguist C.C. Fries initiated the study of contrastive linguistic in 1945. This assumption was taken up by Robert Lado more than ten years later in his book, 'Linguistics across Cultures' (1957) in which the theoretical foundation of CA was laid down. Lado (1957) claimed that for the students whose target language is second or foreign language, those elements

of the target language that are similar to his/her native language will be simple for him/her and those elements that are different will be difficult.

Keshavarz (1994) argued that Contrastive Analysis Hypothesis believed that the most effective materials for teaching foreign languages would be those based on contrastive studies this discipline was recognized as an important and integrated part of foreign language teaching for quite a long time. According to this hypothesis, contrastive analysis was considered as the ultimate panacea for language teaching problems.

Ellis (2008) argued that according to contrastive Analysis Hypothesis, learners were strongly influenced by their L1. He added that where the L1 matched the L2, learning was facilitated; where is differed, learning was impeded. In the view of some, such as Lado 1957, believed that errors were mainly, if not entirely, the result of transfer of L1habits. In addition, this theory of learning was challenged both by Chomsky's attack on behaviourism and also by research on L1 acquisition, which showed that children did not seem to learn their mother tongue as a set of habits but rather seemed to construct mental rules which often bore no resemblance to those manifest in their caretakers' speech.

Contrastive studies consist of two types of studies: theoretical and applied. The first types of the contrastive studies is theoretical contrastive studies, according to Fisiak (1981) , give an exhaustive account of differences and similarities between two or more languages, provide an adequate model for their comparison, and determine how and which elements are comparable, thus defining such notions as congruence , equivalence, correspondent, etc.   Theoretical contrastive studies are language independent. The second types of the contrastive studies is applied contrastive studies are part of applied linguistics. They provide a framework for the

comparison of languages, selecting whatever information necessary for a specific purpose, for example, is teaching, bilingual analysis, translation, etc.

2.8.1. Three Versions of Contrastive Analysis Hypothesis

There are three versions of contrastive analysis hypothesis are discussed in this paper, namely the strong version, weak version, and the moderate version.

Wardhaugh (1970) pointed out that the CA hypothesis can exist in two versions: a strong version claims that the difficulties of the learner can be predicated by a systematic contrastive analysis and teaching material can then be devised to meet those difficulties and a weak version claims that no more than an explanatory role for contrastive linguistics: Where difficulties are evident from the errors made by the learners. Comparison between the mother tongue and the target language of the learners may help to explain them. The third version of the Contrastive Analysis was proposed by Oller and Ziahosseiny on the basis of their analysis of the spelling errors committed by some foreign learners of English with different native language backgrounds. They (1970, P. 184) stated that "the categorization of abstract and concrete patterns according to their perceived similarities and differences is the basis for learning; therefore, wherever patterns are minimally distinct in form or meaning in one or more systems, confusion may result". In addition, spelling errors of foreign students whose native language employed a Roman alphabet were compared with spelling errors of foreign students whose native language had a little or no relation to such an alphabet. Oller and Ziahosseiny concluded that as far as English spelling is concerned, knowledge of one Roman writing system makes it more difficult, no less, to acquire another Roman spelling system (Khansir, 2012a).

2.8.2. Criticisms of Contrastive Analysis

Most critics of contrastive analysis are of the view that CA has been unable to meet the objectives which were set for in the fifties. The criticisms are on the following ground:

1. Contrastive studies focus mainly on differences between first and second language and ignore many other factors which affect the second language learner's performance e.g. his/her learning strategies, training procedures, over generalization of target language rules, etc.

2. CA predicts certain difficulties which do not actually show up in the learner's performance and conversely.

3. CA does not predict many problems which are apparent in learner's actual performance (Keshavarz, 1994).

2.8. 3. Difference between Error Analysis and Contrastive Analysis

There are some differences between error analysis and contrastive analyses are considered as follows:

1. Contrastive analysis starts with a comparison of systems of two languages and predicts only the areas of difficulty or error for the second language learner, whereas error analysis starts with errors in second language learning and studies them in the broader framework of their sources and significance.

2. EA unlike CA provides data on actual attested problems and so it forms a more efficient basis for designing pedagogical strategies.

3. EA is not confronting with the complex theoretical problems like the problem of equivalence encountered by CA.

4. EA provides a feedback value to the linguist, especially the psycho-linguist interested in the process of second language learning in ascertaining.

a. Whether the process of acquisition of first language and second language learning are similar or not?

b. Whether children and adults learn a second language in a similar manner or not?

5. EA provides evidence for a much more complex view of the learning process- one in which the learner is seen as an active participant in the formation of and revision of hypotheses regarding the rules of the target language.

6. CA studies Interlingual error (interference) whereas EA studies intralingual errors besides Interlingual (Khansir, 2010).

2.9. Error Analysis

Errors are an important source of information to decide the learners' strategy in learning and are found in the learners' output. The teachers come to know the students struggle to learn L2 or target language while learning it for communicative purpose. A look at the various kinds of errors L2or target language students make will guide the teacher not only to identify the problematic areas of L2 students, but also to spot out areas for which remedial programmes and materials are needed. So the error analysis not only finds out and classifies the errors in L2 students' output, but also tries to interpret the learning strategy of the students. Error analysis also helps in the selection of teaching items and those items which requite emphasis in order to devise remedial materials and testing materials needed (Sivakumar, 1994).

Error analysis always plays an important role in language teaching. Corder (1971:152) stated that errors are 'the result of some failure of performance'. Norrish (1983:7) defined 'an

error' as a systematic deviation that happens when a learner has not learnt something and consistently 'get(s) it wrong'. James (1998:1) identified a language error as an unsuccessful bit of language. Moreover, he pointed out that error is likewise unique to humans, and error analysis is the process of determining the incidence, nature, causes and consequences of unsuccessful language. According to Corder (1967) Errors are significant in three different ways. First to the teacher, errors tell him how far the learner has progressed and, consequently, what remains for him to learn. Second, errors provide researchers with evidence on how language is learnt or acquired, what strategies or procedures the learner are employing in his discovery of the language. Thirdly, errors are indispensable to the learner himself, because errors can be regarded as a device the learner uses in order to learn.

Keshavarz (1994) discussed error analysis as follows:

1. Errors are inevitable as we cannot learn a language without goofing, i.e. without committing errors.

2. Errors are significant in different ways.

3. Not all errors are attributable to the learner's mother tongue, i.e. first language interference is not the only source of errors.

Cook (1969) defined the role of an error in first language acquisition and second language learning. According to her, in first language acquisition an error shows that adult competence has not yet been reached and in second language learning an error is taken to show that an item has been wrongly learned. She added that in first language acquisition, errors are an integral part of process. She believes that an error is committed by the native child and the second language learner.

2.9.1. Error and Mistake

"While speaking or writing an L2 in the course of L2 learning, the use of words or grammatical features showing faulty or incomplete form may occur. Incomplete knowledge is the main reason for the occurrence of such errors. The occurrence of mistakes, while speaking or writing may be due to the lack of attention on the part of a learner (Sivakumar, 1994: 77).

Khansir (2008b: 195-196) mentioned that every user of language such as learner of one's mother tongue , learner of a foreign or second language and even native speaker commits mistakes occasionally. The mistake is caused by lack of attention, fatigue, carelessness etc. for example, an Iranian learner of English who has an excellent proficiency in English says:

"He" instead of "She" as follows:

He is a nurse.

Instead of "She is a nurse"

He is my mum.

Instead of "She is my mum.

Corder (1973) distinguished between 'lapses', 'mistakes' and 'errors.' According to him, errors are divided in two categories: first performance category comprises 'lapses' and mistakes, second competence category comprises 'errors'. Slips of the tongue, false starts, confusion of structures, etc., are termed "lapses." Ellis (1997) raises the need to distinguish between errors and mistakes and makes an important distinction between the two. He says that errors reflect gaps in the learner's knowledge; they occur because the learner does not know what is correct. Mistakes reflect occasional lapses in performance; they occur because, in a particular instance, the learner is unable to perform what he or she knows (Khansir&Shahhoseiny 2013).

2.9.2. Error Analysis and Its Use

Error analysis shows the problems students face in different levels of learning contexts. It involves a close evaluation of the textbook materials. Sridhar (1981: 221-222) mentioned the role of error analysis and its use in language teaching as follows:

"It was believed that error analysis, by identifying the areas of difficulty for the learner, could help in (i) determining the sequence of presentation of target items in textbook and classroom, with the difficult items following the easier ones; (ii) deciding the relative degree of emphasis, explanation and practice required in putting across various items in the target language; (iii) devising remedial lessons and exercises; and finally, (iv) selecting items for testing the learner's proficiency."

Burt and Kiparsky (1972: 3) pointed out to the role of error analysis and its use in language teaching and mentioned "one aim of the Gooficon is to help the teacher handle a role which is seldom explicitly treated and for which present materials are not appropriate : to recognize and respond to the particular problems of his own students by becoming thoroughly familiar with their error regularities".

Corder (1981: 24) argued that error analysis has two objects: one theoretical and another applied. "The theoretical object serves to elucidate what and how a learner learns when he studies a second language. And the applied object serves to enable the learner to learn more efficiency by exploiting our knowledge of his dialect for pedagogical purpose."

2.9.3. Sources of Errors

Khansir (2008b) argued that the sources of errors have been grouped into two types from different points of view. The first type of the sources of errors is the result of interference of the

first language (mother tongue); this view has been developed by Contrastive Analysis in the 1960. The second part of the sources of errors has been mentioned by Error Analysis has been known as reaction to contrastive analysis. According to error analysis, interference of the first language is only one reason for the source of errors. "Another reason for learners' errors is due to what Richards (1971) mentioned: ignorance of rule restrictions, incomplete application of rules, false concepts hypothesized, developmental errors and over generalization (Khansir, 2008a: 2)".

In the field of error analysis, Corder (1971) identified three sources of errors: Language transfer, over generalization or analogy and Materials used in the teaching. Ngara (1983) mentioned three other sources of errors: Incomplete learning, incorrect association and pretentious verbosity.

Dulay and Burt (1974) dealt with problems of errors from a psychological point of view and suggested four types of errors in the following way:

1. Interference like errors: those errors that reflect native (learner's mother tongue) language structure and are not found in first language (English) acquisition data.

2. First language development: those errors that do not reflect (learner's) native language structure but are found in first language (English) acquisition data.

3. Ambiguous errors: Those errors that can be categorized as either interference like errors or first language developmental errors.

4. Unique errors: those errors that do not reflect first language structure and also are not found in first language acquisition data of target language.

2.9.4. Criticism of Error Analysis

Some Criticism of Error Analysis is considered as follows:

Error Analysis Hypothesis might have many merits, but it has not escaped criticism at the hands of certain linguists. The main allegation laid against it is that it makes no allowance for "avoidance phenomena" (Schachter 1974). It is meant that the learner strategy of avoiding what is difficult. The informants may not use certain structures, because he knows he gets them wrong. Instead, he might use structures he is certain he will get right. CA predicts difficulties and therefore does not face this avoidance problem. Another reason for weakness of EAH is due to what Ellis (2008) mentioned: "weaknesses in methodological procedures, theoretical problems, and limitations in scope". Schachter and Murcia (1977) argued that the Analysis of errors in isolation focuses the attention of the investigator on errors and thus excludes the other corpus from consideration, the classification of errors that are identified is not usually proper, statements of error-frequently are quite misleading, the identification of points of difficulty in target language is usually not very correct, the ascription of causes to systematic errors may not be right, and the biased nature of sampling procedures supplies another point of criticism of EA. It meant that so far the collection of data from a number of informants is considered, the very nature of data collection and selection of informants is biased. Therefore trying to drawn statistically significant findings from such samples may be a questionable practice (Khansir, 2012a).

2.10. Interlanguage Theory

The concept of interlanguage was suggested by Selinker (1972) in order to draw attention to the possibility that the learners language can be regarded as a distinct language variety or system with its own particular characteristics and rules (Jie,2008). Based on the theory that while

learning a second language , learners build up a system for themselves which is different in some ways from their first language and second language systems. The system which the learners build up for themselves has been called interlanguage. According to Adjemian (1976), interlanguages consist of a set of linguistic rules which can generate novel utterances. He claimed that the structure of interlanguages can be derived from grammatical theory; and like natural language, interlanguages can be idealized to make them amenable to linguistic analysis. He added that the universal generalizations that hold for the primary languages also hold for interlanguages. Eckman (1991) claimed that interlanguages are languages and, further, that proposed linguistic universals are fully universal, in the sense that they apply to non- primary as well as primary languages. Ellis (1990) maintained that interlanguage theory can provide an explanation for how both children and adults acquire a second language. According to Tarone, et al. (1976), interlanguage productions have the following characteristics:

a) Second Language speakers rarely conform to what one expects native speakers of the target language to produce, b) Interlanguage Productions are not an exact translation of native language utterances (i.e., first language interference does not play the primary role in the information of interlanguages), c) Utterances in the second language are not randomly produced, and d) Interlanguages are spoken either by adults or by children when second language acquisition is not simultaneous with that of the first language.

Selinker (1972) identified five interlanguage processes as follows:

1. Language Transfer: sometimes rules and subsystems of the interlanguage may result from transfer from the first language.

2. Transfer of Training: some elements of the interlanguage may result from specific features of the training process used to teach the second language.

Ali Akbar Khansir and MasomehAhrami
Error Analysis and Paragraph Writing   **<74-162>**

3. Strategies of Second Language Learning: some elements of the interlanguage may result from a specific approach to the material to be learned.

4. Strategies of Second Language Communication: some elements of the interlanguage may result from specific ways people learn to communicate with native speakers of the target language.

5. Overgeneralization of the Target Language Linguistic Materials: some elements of the interlanguage may be the product of overgeneralization of the rules and semantic features of the target language.

2.11. The. Methodology of Error Analysis

In the field of error analysis, the collection of data is concerned with pedagogical purposes; development of teaching materials, strategies of learning and corrective or remedial procedures. In this item, the methodology of error analysis in general, will be examined as follows:

1. **Recognition of Errors**

The first of all, the researcher should recognize what is different between the types of errors such as lapses, mistakes and errors, and between performance and competence errors and etc.

2. **Collection of Errors**

Ellis (2008) argued that the type of data collection can have a marked effect on the results of an error analysis. After the recognition of errors, the researcher should collect or classify the errors. The errors can be classified into various levels such as grammatically items, syntactically items, and etc.

3. **Explanation of Errors**

Ellis (2008: 53) mentioned that "explanation is concerned with establishing the source of the error, i.e. accounting for why it was made." Taylor (1986) argued that the error source may be psycholinguistic, sociolinguistic, epistemic, or may reside in the discourse structure.

4. Evaluation of Errors

The last of the methodology of error analysis is concerned with evaluation of the errors. In this item, all the preceding stages of error analysis have involved an examination of errors from the point of view of the learner, who makes them, error evaluation involves a consideration of the effect that errors have on the person addressed. Khansir (2012a) pointed out that evaluation process is usually followed by determining:

1) Frequency of error,

2) Seriousness of an error.

2.12. Review of Literature of the Study

Pertinent studies related to error analysis by researchers in error studies are discussed below:

Olsen (1999:191-205) carried out research in English written by Norwegian EFL learners. Language problems on different linguistic levels were analyzed and the theory of compensatory strategies was used. The results showed that less proficient learners had a higher number of grammatical, orthographic and syntactic errors, which can be attributed to cross-linguistic influence.

Tananart (2000:88-101) examined errors in comparison and contrast paragraphs written by EFL university students at the Chulalongkorn University. The major type of errors were

grammatical structure (73.86%), and the other types of errors were errors in using transition signals (10.01%), verb forms (7.68%), word choice (6.90%) and spelling (1.55%).

Almaden (2006) conducted a research in the topical progression in paragraphs written by Filipino ESL students. The paragraphs were analyzed using Lautamatti's topical structure analysis (TSA), which examines the internal topical structure by looking at the repetition of key words and phrases and provides insights into the internal coherence in paragraphs. It was found that parallel progression was most frequently used in the paragraphs, followed by extended and sequential progressions. The extended sequential progression was least used.

Ghadessy (1976) analyzed errors of 370 freshmen students at Shiraz University in Iran. The students were divided into 12 sections; approximately 30 students per section. The classification of the students was based on the results of a diagnostic test administered prior to their participation in a five week summer intensive course in English at Shiraz University in 1967. He used achievement test, among other items, the achievement test include a written assignment of approximately 150-200 words on one of three topics printed on a separate sheet at the end of the examination books. The time was 30 minutes for assignment in the study. He selected two samples randomly from 11 sections and three samples from the twelfth. He divided the errors into two major types. The errors that occurred within sentences and those that related to the relationship between sentences and the combination of sentences into paragraphs.

The types of errors based on the study are classified as follows:

1. Morphology

2. Modal verbs

3. Tenses

4. Articles

5. Word order

6. Syntax

7. Construction

8. Preposition

9. Lexis

The total of the errors were 216, 167 were systematic errors and 49 other errors that occurred within the study. He discovered that 77.3 percent of the writings of Iranian university freshmen learning English contained systematic errors most of which caused by the lack of reducing sentences by either conjunction or embedding. He also concluded that because the majority of students written errors occur in systematic patterns, these patterns could serve as a basis for developing instructional materials for individual learners (Khansir 2010).

Sunderman (1987) analyzed three Arab student's compositions written in English. English language for them was target language. The two Iraqis students had scores in the M.T. in the range of 44 to 49 which indicated a minimal knowledge of English. They were placed in the beginning class in English for international students. The other student was from Jordan scored in the mid-70s in the M.T. and was placed in an intermediate level in English class. The composition written test was administered in 50 minutes. The students were not permitted to use a dictionary or receive any help from the teacher during the test. Thus a pre and post- test comparison of their M.T. scores also confirmed their lack of improvement in grammatical structure. He said that their lack of progress may be due to several factors. The two of them are married and spoken only Arabic at home. The student had an Arab friend roommate. All of them had tutors to correct their class work. The students claimed that they only needed enough

knowledge of English to read their technical books. It would seem, then, that they had less motivation to learn English than other students enrolled in the same classes. The purpose of this article was to apply research in second language learning and error analysis studies in order to describe and categorize some of the mistakes made by the Arab students in writing composition in English language. By the use of an error analysis of their compositions, he tried to describe the type of errors made and also to separate errors due to native language interference from errors due to intra English confusion.

The categories studies of this work were as follows:

1. Copula

2. 3rd person singular and plural verb present tense

3. In correct verb tense

4. Verb incorrectly formed

5. Relative clauses

He found that the Arabs student's errors were of two types: the first type of error was due to their native language structure to imitate utterances in the target language and the second type of error was due to intra English confusion. He said that the first type of error in this study was due to native language interference that the students made were as follows;

1. "The omission of the copula (both as main verb and as auxiliary)" and

2. "The repetition of a subject in relative clauses."

The second type of error was the errors of intra-English confusion made by the students were as follows:

1. Over-generalization about the inflections for verbs in the present tense in English." 2. Regularization of the simple past tense of irregular verbs in much the same way those

children acquiring a first language do. "3. Alterations with the use of 'be' or 'have' as a main verb, the confusion between these too verbs often resulted in students' use of both in the same sentence. 4."Constraints upon such verbs as 'pay' 'keep' and 'meet' were not learned as the students used the present progressive form for them" and 5." the students were unable to apply the rules they had learned for the formation of the present and past perfect forms in English.

The study also showed that the student at the intermediate level of English had fewer errors in all categories than did the two beginning students.

Khansir (2008a) analyzed syntactical errors of a group of one hundred college students enrolled in Second Year B.Com at Mysore University in India. The aim of the study was to classify "errors" made by the students at the sentence levels such as: Auxiliary verbs, passive and tenses. The research showed errors committed in the use of auxiliary verbs, passive forms and tenses. The study indicated that there exist systematic errors in learner's target language. Within the perimeter of the paper, the errors pertaining to auxiliary verbs, passive voice, and tenses indicated that teaching English is not satisfactory in the colleges, and that learning strategies are the cause of errors.

Khansir (2012d) examined the syntactic errors such as auxiliary verbs, passive voice, indirect form, preposition, tag question, relative pronouns, WH- question, and tense in writing of Iranian and Indian students. The results of his study showed that the total number of errors committed by the Iranian students was 2841 and that of their Indian peers" was 3736. The largest number of errors committed by subjects was from the realm of the "indirect form" (1014) and the minimum number of errors recorded in this study was "relative pronouns" (533).

Khansir (2013a) analyzed the written errors such as paragraph, punctuation, articles, spelling, and conjunction in writing of Iranian and Indian students. The results of the study indicated that the total number of errors committed by the Iranian students was 3045 and that of their Indian peers' was 3274. The maximum errors made by the subjects were from the realm of 'punctuation' (1387). The number of errors made by the Indian students in the use of punctuation was 718 which came to 22% for errors in punctuation. The Iranian students committed 669 errors. They constituted 22% of errors for punctuation. Thus, the minimum number of errors recorded in writing in this study was 'spelling.' The total number of errors in the use of spelling was 1050. The number of errors committed by the Iranian students in the use of spelling was 578 which come to 19% for errors in spelling. The number of errors committed by the Indian students was 472. They constituted 14% of errors for spelling.

Gustilo and Magno (2012) investigated the sentence-level errors of freshmen students at three proficiency levels and the aspects of writing that raters focused on while rating the essays. Most of the findings of the study corroborated the findings of previous studies on error analysis and essay evaluation—that sentence-level errors had a significant role in essay scores.

CHAPTER THREE

METHODOLOGY OF THE STUDY

3.1 Introduction

In the preceding chapters, we discussed on paragraph writing and errors. In this chapter, Researcher tries to discuss on the methodology of the study, as it was stated that error analysis is a branch of applied linguistics and many researches of error analysis have been done around world by many researchers, have been useful for syllabus designers, teachers and students. Form of this point of view, Larsen-Freeman and Long (1991) argued that the study of SLA can be said to have passed through a series of phases defined by the modes of inquiry researchers have utilized in their work: contrastive analysis, error analysis, performance analysis and discourse analysis (p.81).

The present study concentrates on the errors of paragraph writing of learners of English at under-graduate level in Bushehr University of Medical Sciences and Health Services. The methodology adopted in this study consisted of the following processes:

A. Data collection and

B. Data analysis

The collection of data in any study is usually determined by its objectives. The collection of data in this study was used in terms of the following objectives.

a. To examine types of errors in target language (i.e. English language). Errors are classified in paragraph writing.

b. To examine types of errors in paragraph writing of Iranian Medical students.

c. To suggest remedial measure to overcome the committing of errors.

The data was analyzed utilizing the computer programmed from SPSS in this research.

3.2. Participants

The subjects for this study were 90 students at under-graduate level, in Bushehr University of Medical Sciences and Health Services. English language is used as foreign language for Iranian learners.

3.3. Instruments

The instruments utilized in this study were as follows:

1. A General English Proficiency Test for determining the proficiency level in English of the participants.

2. A background questionnaire to elicit information on subjects' age, gender and level of education.

3. Pre- test and Post -test of paragraph writing were developed by the investigator.

3.3.1. General English Proficiency Test

The General English Proficiency Test (Transparent) consisted of 50 multiple choice vocabulary, grammar and reading comprehension items.

The test was selected to assess the participant's level of proficiency in English. In administering the test, the Researcher piloted the test for the target group. In addition, 15 students in the target group were used as participants in this research. The General English Proficiency Test was found to be appropriate for the participants' performing level. Its reliability

through the K-R 21 formula turned out to be .66 for the target group. In this experiment, the students who scored between one standard deviation below or above the mean score were selected for the purpose of collecting data in the present study (see appendix 1).

3.3.2. Background Questionnaire

The background questionnaire for this study was designed to elicit information on subjects. The questionnaire developed by the present researcher consisted of 10 questions which were related to their residential address; age, language use, information about the parents, details about siblings, language attitude, etc. (see Appendix 2).

3.3.3. Pre-test and Post-test of Paragraph Writing

Pre-test and post-test of paragraph writing have been used for collecting data in this research. The Pre-test and post-test of paragraph writing was designed to measure knowledge of English paragraph writing of Iranian students in an academic work.

The Pre-test and post-test of paragraph writing used to identify the types of errors for this study. The tests were chosen to examine the ability of the subjects in selecting the correct paragraph writing rules in English.

In administering the test, the Researcher carried out a pilot test for the target group. In addition, 15 students of the target group were used as participants in this research. . To ensure whether the paragraph writing test is appropriate for subjects of the current study, the Researcher experimented with the KR-21 formula. Applying this formula to measure the reliability of paragraph writing test for the students appeared .62.

3.4. Procedure

To achieve the objectives of this study the following procedures were adopted.

1. Development of the questionnaire.

2. Administration of the proficiency test.

3. Development of the paragraph writing test and its administration.

4. Analysis of collected data.

Before focusing on the paragraph writing test which plays the role of a pedestal function in this study , the present researcher developed and administered the background questionnaire and English general proficiency test.

3.4.1. Administration of the Proficiency Test

The proficiency test was administered to the Bushehr University of Medical Sciences and Health Services students. Those students who score between one standard deviation below or above the mean were selected to participate in the next stage of the research. 110 students as total were selected to participate in the next stage.

3.4.2. The Background Questionnaire

The background questionnaire was designed in order to elicit information on subjects. The questionnaire consisted of 10 items which were related to their residential address, age, language use, information about the parents, details about siblings, language attitude etc. The test was administered to the Bushehr University of Medical Sciences and Health Services students. The time limit was, therefore, set. Thus, before the collection of data, the participants were

informed that the purpose of the study was to investigate a research work and the test result would not affect their annual examination results or any other results.

3.4.3. Paragraph Writing Test

The paragraph writing test was chosen to help in the fulfillment of aims set forth in this study. For this purpose, the researcher developed the test through the following writing books, the researcher developed the paragraph writing test related to the present study, because one of the basic principles of selecting a test is to use the scientific books related to the test materials.

1. Reddy, K.G. (2006). Paragraph Writing.

2. Arnaudet, L.M. and Barrett, M.E. (1990). Paragraph Development.

In addition, the present researcher visited Bushehr University of Medical Sciences and Health Services discussed with English teachers and studied prescribed text books and syllabus. Thus, the first author has taught Paragraph writing in the university.

The test was administered to the Bushehr University of Medical Sciences and Health Services students. The time-limit was set in such a way as to allow all the students to attempt every item in the test with ease. The first author cleared the students' doubts during the test. The first author had to exclude 20 students from this study, because they had skipped answering most of questions. The remainders were selected for computer analysis.

3.5. Analysis of Collected Data

The data was analyzed utilizing a T-test and MC Ne mar test statistical techniques in order to answer the research hypothesis posed in this study.

The analysis of data was concerned with the following tests:

1. General English Proficiency Test (Transparent)

2. Background Questionnaire

3. Paragraph Writing Test

The above tests were analyzed utilizing the computer programmed from SPSS. The statistical analysis proceeded in three steps as follows:

Analysis 1

Before making any attempt to investigate the hypotheses of this study, (Errors of this study), the General English Proficiency Test was examined. The actual scores of the subjects on the test were examined. After this analysis, the subjects were selected for the purpose of the collecting data.

Analysis 2

In this analysis, the Background Questionnaire was used to elicit information on the subjects.

Analysis 3

In this analysis, the Paragraph Writing Test was used to investigate the hypotheses of the study and the errors committed by the subjects in Bushehr University of Medical Sciences and Health Services in Bushehr City.

The analysis of work in this study was concerned with the following processes:

1. Classification of errors

2. Comparison of errors

3. Explanation of errors

4. Suggestion of remedial measures

1. Classification of errors

In this process, an attempt was made to classify errors committed by the students in Bushehr University of Medical Sciences and Health Services. While analyzing errors the paragraph writing test, whether it is an error of improper use of topic sentence or wrong form of supporting sentences is used instead of supporting details.

2. Comparison of errors

An attempt was made to compare types of errors in paragraph writing of Bushehr University of Medical Sciences and Health Services students. The total numbers of errors and types of errors committed by the subjects were compared between Pre- test and Post-test in this study.

3. Explanation of errors

Wherever possible an effort was made to explain the errors in terms of whether an error is due to incomplete knowledge or lack of knowledge of English rules, etc.

4. Suggestion of remedial measure

The last attempt was made to suggest remedial measures to overcome the committing of errors on the basis of insight gained into the nature of errors in foreign language learning for foreign language learners. The aim is to help the students to improve their language and use English flawlessly.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1. Introduction

This chapter deals with the actual analysis of errors of subjects in their target language (i.e. English), in paragraph writing along with background questionnaire. An attempt is made here to classify the observed errors and categorize them. A further attempt is made to compare types of errors in paragraph writing of Iranian Medical learners.

4.2. The Background Questionnaire

The background questionnaire of this study consisted of 10 items to collect some information about the subjects. The items related to their sex, age, language use, information about parents, details about siblings, and language attitude (see Appendix 2).

All 10 questions in this sphere, tried to seek information regarding the extent to which subjects were motivated to learn English as a foreign language. For example, items 9, 10, were directed to infer their attitude to English and motivation to learn English language.

The question numbers2, 3, 4, 5, 6 were designed in order to determine approximately their school, sex, age, school subject, and language. They were designed to ask the students questions about their college/university, about their sex, age, school subject, and language.

The question numbers 7, 8, 9, and 10 were designed in order to ascertain their socio-economic status. Question number 7related to their information about the parents, question number 8 was designed in order to find out information about siblings (brothers and sisters) in

different sphere like education, occupation and income. However, Question number 9 was designed in order to determine their language attitude. The last question, number 10 was devised to ask the students about their students satisfied with teaching English at the school (University).

The questionnaire has been administered to Iranian Medical students belonging to Bushehr University of Medical Sciences and Health Services in Bushehr City.

4.2.1. Sex

According to responses to question number 3, 53 of the students were female and 37 of the students were male. The following table emerges after analyzing this question.

Table (1): sex

Sex	Female	53
	Male	37

4.2.2. Age

According to responses to question number 4, the age of the students fall in the range of age19 to 23. The following table emerges after analyzing this question.

Table (2): Age

Age	19-21	79
	21-23	11

4.2.3. School Subject

According to responses to question number 5, the Iranian Medical students belonging to Bushehr University of Medical Sciences and Health Services were divided into three subjects. The following table emerges after analyzing this question.

Table (3): School Subject

Medical Science	Medical Library Science	30
	Medicine	30
	Medical Urgency Science	30

4.2.4. How Many Languages do you use?

In addition, based on question number 6, all the students speak Persian language as their mother tongue and English language is used as foreign language for them.

4.2.5. Information about the parents:

All participants' parents in the current study belong to middle class. They are not only highly educated but also they belong to the middle income group.

4.2.6. Information about Siblings:

According to responses to question number 8, the age of the all participants' siblings in the current study fall in the range of age 7 to 35. They are not highly educated and they had different jobs such as teaching, studying and business.

4.2.7. Language Attitude: What is your attitude towards English Langauge?

Fishman (1970) classified studies on language attitudes into three major categories.

1. Those dealing with language oriented or language directed studies.

The first category is concerned with evaluations or ratings of language or language varieties such as;

a) Classical/standard/official   versus   modern/   non-standard/vernacular   varieties, respectively.

b) Creoles, pidgins and trade languages.

2. Those dealing with community-wide stereo-typed impressions towards particular languages or language varieties (and in some cases their speakers, functions etc.).

This category is concerned with the social significance of languages or language varieties, such as attitudes towards speakers of situationally peculiar or appropriate language varieties; attitudes towards speakers of different languages in multilingual settings etc.

3. Those concerned with the implementation of different types of language attitudes.

4. The last category includes language choice and usages; language reinforcement and planning; language learning; expressed views about inter-dialect mutual intelligibility, etc. (Khansir, 2010).

According to responses to questions on language attitude, 76 of the students like English language, only 8 of them dislike the language and 6 of the students tolerate it. In general, their attitude towards English is that they like the language. The following table shows after analyzing language attitude among the students:

Table (4): Language Attitude

Attitude	Female	Male	Total
Like	48	24	76
Dislike	2	6	8
Tolerate	5	1	6

4.2.8. Are You Satisfied with the Teaching of English in Your School/ University?

Question number 10 revealed that the students were satisfied with teaching English in their school. The following table emerges after analyzing this question. The following table emerges after analyzing this question.

Table (5): Satisfied with teaching of English among the students

satisfaction	Female	Male	Total
Yes	52	26	78
No	2	4	6
Tolerate	3	3	6

4.3. An Analyses of Paragraph Writing Test

The paragraph writing test such as topic sentence, supporting sentence, supporting details, and closing sentence were prepared and conducted for this study. The test provided the researcher with a clear picture of errors in the English language, and helped him suggest remedial measures for types of errors in paragraph writing committed by the subjects. (The test papers are included in Appendix 3). The detailed survey of each test is presented below.

4.3.1. Paragraph Writing Test

In this study, the paragraph writing test will be discussed. . The paragraph writing test was specially chosen to examine the ability of the subjects in applying the correct paragraph writing rules in the construction of the paragraph in the English language. The test is classified into four major categories as follows:

1. Topic Sentence

2. Supporting Sentence

3. Supporting Details

4. Closing (Conclusion) Sentence.

After analyzing the paragraph writing test, the following table shows errors committed by Bushehr University of Medical Sciences students.

Table (6): Paragraph Writing

Test Item	Pre- Test		Post- Test	
	Errors	Percentages	Errors	Percentages
Topic sentence	47	%52.2	15	%16.7
Supporting sentences	45	%50	16	%17.8
Supporting details	63	%70	28	%31.1
Closing sentence	54	%60	22	%24.4
Total	209	%0.5805	81	%0.225

Fig.1: Paragraph Writing Errors Committed by the students
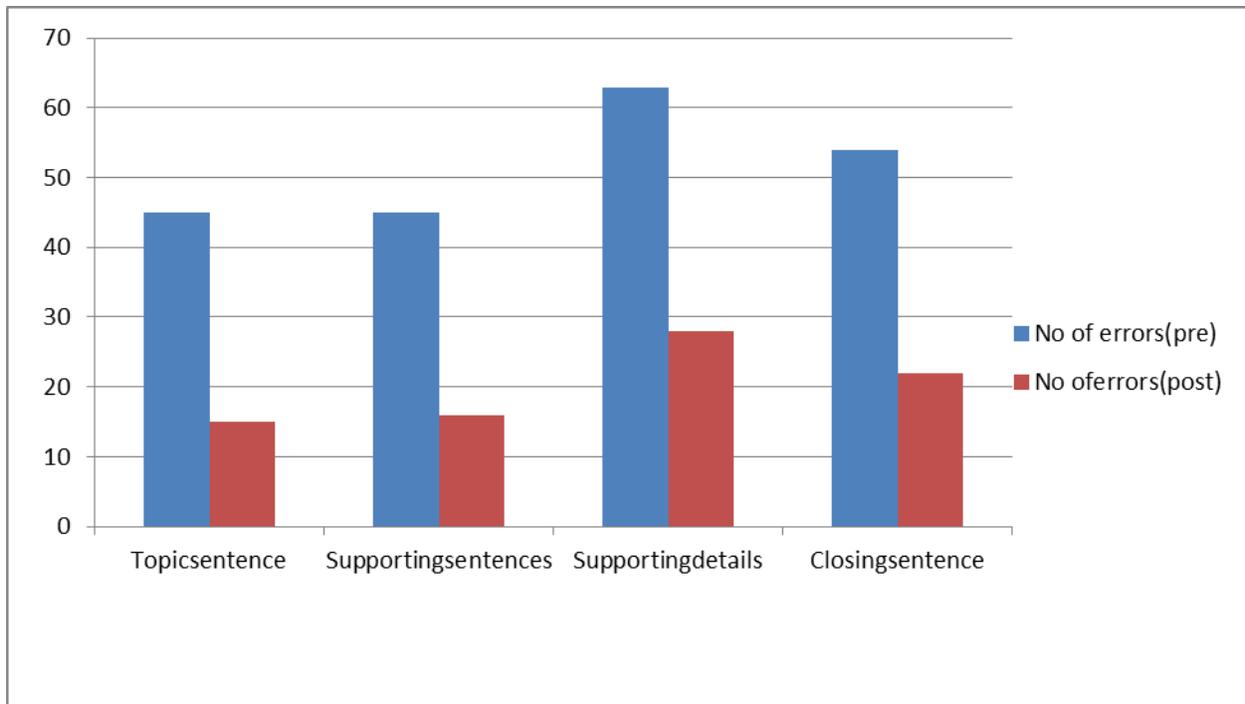
Table 6 and figure1 revealed that in general, the Bushehr University of Medical Sciences students committed more errors in the pre-test of the paragraph writing than their post-test in paragraph writing. The total number of errors in pre-test committed by the students was 209 whereas their post-test errors were 81.

4.3.1.1. Topic Sentence Errors

Errors committed in the use of topic sentence in pre-test by the students were 47 which came to %52.2 whereas errors committed by the students in post-test were 15 which came to%16.7. The errors relating to the topic sentence are as follows:

Table (7): Topic sentence

Test item	Pre-test	Pre-test	Post-test	Post-test
Topic Sentence	**Errors**	**Percentages**	**Errors**	**Percentages**
	47	%52.2	15	%16.7

Table 7 shows that the learners have failed to choose the correct topic sentence in their answers in pre-test. The errors listed above might be the result of confusion that the learners feel and it is possible that they did not have knowledge in the choice of the topic sentence. After teacher instruction in classroom, the topic sentence errors of the learners in post-test were less than pre-test. The researchers believe that the students need sufficient exercises to be conducted in the classroom in order to increase their knowledge of English paragraph writing and reduce their errors.

4.3.1.2. Supporting Sentence

Errors committed in the use of supporting sentence in pre-test by the students were 45 which came to %50 whereas errors committed by the students in post-test were 16 which came to %17.8. The following table emerges after analyzing errors committed in supporting sentence by the students.

Table (8): Supporting Sentence

Test item	Pre-test	Pre-test	Post-test	Post-test
Supporting Sentence	**Errors**	**Percentages**	**Errors**	**Percentages**
	45	**%50**	**16**	**%17.8**

Table 8 shows that the learners have failed to choose the correct supporting sentence in their answers in pre-test of the paragraph writing. It is felt that they did not have knowledge in the choice of the supporting sentence. After teacher instruction in classroom, the supporting sentence errors of the learners in post-test were less than pre-test. The research indicated that the students need sufficient exercises to be conducted in the classroom in order to increase their knowledge of English paragraph writing and reduce their errors.

4.3.1.3. Supporting Details

Errors committed in the use of supporting details in pre-test by the students were 63 which came to %70 whereas errors committed by the students in post-test were 28 which came to %31.1. The performance of the subjects in this test is presented in table 9.

Table (9): Supporting Details

Test item	Pre-test	Pre-test	Post-test	Post-test
Supporting Details	**Errors**	**Percentages**	**Errors**	**Percentages**
	63	**%70**	**28**	**%31.1**

Table 9 indicated that the students did not know proper use of supporting details in paragraph writing. This is major reason why the subjects have committed these errors. After teacher instruction in classroom, the supporting details errors of the learners in post-test were less than pre-test. The researchers believe that the learners should be familiar with the rule of paragraph writing.

4.3.1.4. Closing Sentence

Errors committed in the use of closing sentence in pre-test by the students were 54 which came to %60 whereas errors committed by the students in post-test were 22 which came to %24.4. The performance of the subjects in this test is presented in table 10.

Table (10): Closing Sentence

Test item	Pre-test	Pre-test	Post-test	Post-test
Closing Sentence	**Errors**	**Percentages**	**Errors**	**Percentages**
	54	**%60**	**22**	**%24.4**

Table 10 indicated that the cause of the errors in the use of closing sentence committed by the subjects was no application of paragraph writing rules in English. After teacher instruction in classroom, the closing sentence errors of the learners in post-test were less than pre-test. The researcher believes that the learners should be familiar with the rule of paragraph writing.

4.4. The Hypotheses of the Study

The present hypotheses were made in order to identify the results of the various analyses regarding to the subjects errors in this research. In addition, the present research takes one hypothesis as its main hypothesis. The hypotheses were formulated that are considered as follows:

H1. There is a significant difference in types of errors between pre-test & post-test in paragraph writing of Iranian EFL students.

Table (11): Paragraph Writing

Test	Mean	N	Std. deviation	Std. Error Mean
Pre-test **Post-test**	1.6778 3.1000	90 90	.77645 .82175	.08184 .08662

The results revealed that there is a significant difference in types of errors between pre-test and post-test in paragraph writing of Iranian EFL students. Using t-test and MC Ne mar test determined mean scores, (the pre-test mean scores = 1.6778 and the post-test mean scores = 3.1000) and also standard deviation of the students (the pre-test = .77645 and the post-test = .82175), the inference from present research concludes that the Iranian students have committed more errors in pre-test of paragraph writing as compared to the post-test of paragraph writing.

H2. There is a significant difference in number of errors between pre-test & post-test in topic sentence of Iranian EFL students.

Table (12): Topic Sentence

Test Item	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Topic sentence	90	.4778	.50230	.00	1.00
Post-topic sentence	90	.8333	.37477	.00	1.00

T-test and MC Ne mar test were used to determine if there is a significant difference in number of errors between pre-test and post-test in topic sentence of Iranian EFL students. Result revealed, in general, there is a significant difference in number of errors between in pre-test and post-test in topic sentence of the students. With respect to the mean scores, the pre-test (M=.4778 SD=.50230) the students have committed more errors in pre-test of topic sentence than the post-test of topic sentence (M=.8333SD=.37477).

H3. There is a significant difference in number of errors between pre-test & post-test in supporting sentence of Iranian EFL students.

Table (13): Supporting sentences

Test Item	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Supporting sentences Post-supporting sentences	90 90	.5000 .8222	.50280 .38447	.00 .00	1.00 1.00

In supporting sentence category, t-test and MC Ne mar test revealed a high significant difference between the pre-test and post-test in number of errors of the students. An examination of table supports this result. The students in supporting sentence category have committed fewer errors in post-test than pre-test. With respect to the mean scores, the pre-test (M=.5000 SD=.50280) and the post-test of topic sentence (M=.8222=.38447).

H4. There is a significant difference in number of errors between pre-test & post-test in supporting details of Iranian EFL students.

Table (14): Supporting details

Test Item	N	Mean	Std. Deviation	Minimum	Maximum
Pre-Supporting details	90	.3000	.46082	.00	1.00
Post-supporting details	90	.6889	.46554	.00	1.00

In supporting details, a high significant difference was found between the mean scores. The mean scores refer to this fact that the students had problems in term of using supporting details in a proper place in the performance of their pre-test.

H5. There is a significant difference in number of errors between pre-test & post-test in closing sentence of Iranian EFL students.

Table (15): Closing sentence

Test Item	N	Mean	Std. Deviation	Minimum	Maximum
Pre--Closing sentence	90	.4000	.49264	.00	1.00
Post-closing sentence	90	.7556	.43216	.00	1.00

T-test and MC Ne mar test were used to indicate whether there is a significant difference or not in number of errors s between pre-test and post-test in closing sentence of the students. Table 15 revealed that there is significant difference in number of errors between pre-test and post –test in closing sentence of the students. With respect to the mean scores the pre-test were (M =.4000 – SD =.49264) and the post –test (M= .7556– SD = .43216).

The result of the present research revealed that the learners also need to be taught more than what is being done at present. Special classes need to be conducted for the backward (disadvantaged) learners from the beginning of the academic year. Error Analysis is a very fertile land for researchers, teachers, linguists, and even learners. The learners should be encouraged to focus their paragraph writing knowledge on actual errors in their own work. The classification of errors in this study can be, therefore, used as a common practice in English language teaching. The technique should be used to pinpoint areas which may require special attention in the preparation of syllabuses and the materials which embody them. Learning strategies and teaching programmes should be based on the scientific perception of the paragraph writing rules of English to eradicate the errors.

CHAPTER FIVE

CONCLUSION

5.1. Introduction

The role of error analysis in language teaching is very important and from point of view, Nanjaiah (1994) argued that error analysis is a very fertile land for researchers and linguists. In this research only, the errors in the paragraph writing of the Bushehr University of Medical Sciences students are studied. Here, no attempt has been made to analyse the spoken English language of the learners.

The objective of this study was to classify errors of the students learning English as a foreign language and suggest remedial measures to overcome the committing of errors. The areas of the subjects' difficulty for the paragraph writing test were examined by means of t-test and MC Ne mar test to determine the errors committed by the subjects.

In this research, it was found that in general the students committed more errors of the paragraph writing in pre-test than their post-test. The difference in the number of errors in the pre-test and post-test of the paragraph writing committed by the learners can be attributed to a number of factors. Although, within the scope of this study no particular investigation was concluded to empirically identify all the factors which caused the discrepancy in the number of errors committed by the learners in paragraph writing in the two types of test, it was found that teaching English and learning strategies could be responsible for the increase or decrease in the number of errors in the students' paragraph writing in the Bushehr University of Medical Sciences and Health Services.

However, , remedial materials, teaching programmes and planning of learning strategies can be designed or used to enable the students to improve their language and use the target language (English) flawlessly.

5.2. Results of the Paragraph Writing Test

The 290 errors which were utilized in the paragraph writing test for this study were classified into two major parts: Pre-test and Post-test. Based on the classification, it was found that the total number of errors committed by the students was 209 in pre-test of the paragraph writing and in the post-test of the paragraph writing was 81. The four major categories such as Topic sentence, Supporting Sentence, Supporting details, and Closing sentence have been presented in table 16.

Table (16): Paragraph Writing

Test Item	Pre- Test		Post- Test	
	Errors	Percentages	Errors	Percentages
Topic sentence	47	%52.2	15	%16.7
Supporting sentences	45	%50	16	%17.8
Supporting details	63	%70	28	%31.1
Closing sentence	54	%60	22	%24.4
Total	209	%0.5805	81	%0.225

Table 16 shows that the largest number of errors committed by the subjects was from the realm of the supporting details test (91). The number of errors committed by the students in 'wrong use of supporting details' in the pre-test of the paragraph writing was 63 which came to %70 for errors in this area. The number of supporting details errors caused by the students in post-test was 28 which came to%31.1. The minimum number of errors recorded in the paragraph writing test in this research was 'supporting sentence (61). The number of errors committed by the students in wrong use of supporting sentence in pre-test was 45which came to %50. The students committed 16 errors in post-test in this category. They constituted %17.8 of errors for supporting sentence. The other areas, the students committed errors were topic sentence and closing sentence. The number of the students' errors in general in topic sentence was (62). The number of the students' errors in 'wrong use of topic sentence in pre-test of the paragraph writing was 47 which came to % 52.2 whereas the number of errors in post-test of this category was 15 which came to %16.7. The last category of the paragraph writing test was closing sentence. The number of the students' errors in wrong use of closing sentence in pre-test of the paragraph writing was 54 which came to %60 whereas the number of errors in wrong use of closing sentence in post-test of the paragraph writing was 22 which came to %24.4.

The study has collected some important information from the Iranian Bushehr University of Medical Sciences students' paragraph writing. First of all, the study revealed that the students need to be awareness of the vital role of paragraph writing in their course study and in real life situation. Second, the students did not have good knowledge of paragraph writing in English. Third, the students should be familiar with the use of paragraph writing in English. The last item is that the students should recognize the differences between elements of paragraph writing; the

students should know how to build a topic sentence and supporting sentence along with its supporting details, and develop a main idea in their paragraph writing.

The English teachers should awareness of their learners how to write a good paragraph in English and help them in order to reduce their errors in general in English writing and in particular, in English paragraph writing. The teachers should be familiar with the difference between the first and the target language (English). From point of the view, the teachers should increase the number of exercises, drills and classroom activities for English paragraph writing.

5.3. Discussion

English is used as foreign language in Iran. In Iran, in English classrooms, is not restrict spent on writing as written communication, many teachers feel that they cannot teach this skill, but, they focuses on only to grammar. From this point of the view, if many English teachers have eligible to teach writing, they prefer to teach product approach, as writing skill to their students and neglect process approach as other area of writing process. According to Khansir (2012b) Product approach to the teaching of writing emphasizes mechanical aspects of writing such as focusing on grammatical and syntactical structures and imitating models and this approach is primarily concerned with correctness and form of the final product, whereas, Process approach emphasizes that writing itself is a developmental process that creates self-discovery and meaning. It is concerned with the process of how ideas are developed and formulated in writing. Consequently, the students have not good opportunity to develop their skill of writing in classroom and out of classroom. After completed their course, they face writing problems in their academic work, they are not able to use their English writing proficiency in real life situations.in fact that they will go wastage.

It was concluded that the students committed errors when they answered to the selected paragraph writing test. In general, errors are inevitable in language learning process, the researchers believes that error analysis can be used as a fertile land for the Iranian English teachers to improve their learning strategies and teaching techniques of writing in EFL situations.

5.4. Implications of the Study

The results of this study, which in many ways is similar to the findings of previous studies, show the Iranian foreign language learners are not aware of rules of paragraph writing of English. It was found that in general there exist systematic errors in learners' target language. Therefore, it seems that there are several other sources which could be held responsible for the occurrence of the errors in this research. The sources of the errors could be interference of the mother tongue of the students, complexity of the English language, students' incomplete knowledge or lack of knowledge of paragraph writing in English language.

The aim of errors analysis of this study was to classify errors of the subjects and suggest remedial measures to overcome the committing of errors.

The findings can be used as an aid to teaching–learning process. The studies regarding errors are carried out in order to

(i)   identify strategies which learners use in language teaching,

(ii)   identify the causes of learner errors, and

(iii)   obtain information on common difficulties in language learning as an aid to teaching or in development of teaching materials (Richards et al, 1992).

In addition, both of the Iranian English teachers and students are also expected to take more responsibility for their own learning and become aware of the paragraph writing process. First of all, the teachers teach the rule of paragraph writing to their students and then give opportunity to them to correct their errors. Khansir (2012d: 100) argued that most of the errors can be replaced by remedial measures through the instructional materials and teachings-learning strategies. A teaching course based on the remedial materials will enable the teacher to teach at the point of error, that is, teach those items which the students have most difficulty. The teacher should arrange the remedial materials on the basis of the degree of frequency recurrence.

5. 5. Recommendation for Further Research

This study concentrated only on the Iranian Medical students' paragraph writing. Further studies are needed to investigate other aspects of the languages by conducting more tests than those examined here for the error analysis.

This study was concerned with the students' paragraph writing problems in Bushehr university of Medical Sciences and Health Services Further studies are recommended in other universities of Iran.

Thus, mistakes (deviance of performance) were not accounted for in this study, it was impossible to clearly separate the so called mistake from errors (deviances of competence). Further researches are needed to investigate the students' errors and mistakes.

In this study no particular attention was placed on the factors which caused the discrepancy in the number of errors made in the writing of the Iranian students. A great deal of empirical research is needed to confidently account for this discrepancy.

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Appendix 1

General English Proficiency Test

Choose the correct answer. Only one answer is correct.

I arrived home from my work and was surprised that my wife was not there. "She ……1….. shopping," I thought, but after ……2…… for ten minutes, I telephoned her mother. "I ……3…… her all day," She said. "I wish I ……4…… where she was," I said. Just then, I heard the front door ……5…… and my wife came in. "I've …..6…… with carol," she said." ……7…… for her birthday, and she ……8…… to choose a new coat."

"You should have left me a note," I said. "If you had, I would have known where you were."

1) A: should go   B: ought to have gone   C: must be gone   D: must have gone

2) A: waiting   B: to wait   C: having to wait   D: I was waiting

3) A: haven't been seeing B: haven't seen   C: don't see   D: am not seeing

4) A: would know   B: have known   C: should know   D: knew

5) A: opening itself   B: to be opened   C: open   D: to open

6) A: gone away   B: been away   C: gone out   D: been out

7) A: There were given to her $50   B: she was given $50

C: $50 they were given to her   D: she was given $50

8) A: would that I helped her   B: wanted that I should help her

C: wanted me to help her   D: wanted that I help her

Choose the correct answer. Only one answer is correct.

9) Ask him how much ……….

A: did it cost   B: it did cost   C: it cost

D: it costed

10) I spoke to him kindly……… him.

A: not to frighten   B: so as not to frighten C: in order to not frighten D: for not frightening

11)   H

e broke the world ……….. for the one 100 meter.

A: mark   B: level   C: standard   D: record

12)   H

e doesn't work but he gets a good……… from his investments.

A: wage   B: earning   C: income   D: salary

13)   H

e is the most singer in this country.

A: preferred   B: known   C: favorite   D:popular

14)   H

e made a lot of bad ………… in his composition.

A: faults   B: mistakes   C: fails   D:defects

15)   I

t's too expensive for me. I can't ……… it.

16)   A

: spend   B: pay   C: afford   D:cost

I have classes…………day< Monday's, Wednesdays and Fridays.

A: each other   B: every other   C: this and the other   D: all other

17)   T

here is no one there who can………..the problem.

A: deal with   B: treat with   C: deal   D: treat

18)   H

e wants …….. as soon as possible.

A: that this job is done B: this job done C: that this job is made D: this job done

19)   H

e's all right…… he's left to do the job in his own way.

A: in case   B: meanwhile   C: so long as   D: so far as

20)   …

……crossing the street, he was knocked down by a car.

A: by   B: for   C: at   D: while

21)   T

hat was …………I wanted.

A: which   B: the one   C: the one that   D: the which

22)   T

he present made her……… .

A: to be happy   B: be happy   C: happy   D: that she

became happy

23)   …

…….Mrs Jonson on my way to the shops.

A: it happened me that I found   B: it happened me that I met

C: I happened to find   D: I happened to meet

24)   …

……..repeat the question.

A: Shall I   B: Will I   C: Would you like that I   D: Do you want that I

25)   H

er opinion is the same………. Her mother's.

A: that   B: as   C: than   D: like

26)   …

……. I need is a drink.

A: The thing what   B: The which   C: What   D: that

27) I don't like……….late.

A: you arrive   B: you arriving   C: you arrive   D: that you arrive

28)   Do you know ………..a cake?

A: to do   B: how to do   C: to make   D: how to make

29)   It's usually quiet here……… Sunday mornings.

A: on   B: in   C: at   D: the

30)   I meet him ………. The stairs as I was coming up.

A: in   B: on   C: for   D: along

31)   It's ………. The corner of the room, near the window.

A: on   B: for   C: under   D: in

32)   Will you be able to finish the job this week?   ………….. .

A: I can't say so   B: I'm not sure so   C: I don't know so   D: I don't expect so

33)   He has arrived late………… .

A: as usual   B: as usually   C: like usual   D: like usually

34)   He………. Works for the same firm after 30 years.

A: already   B: still   C: yet   D: ever

35)   ……… have you known her?

A: How long time   B: How long   C: How much time   D: How much

36)   He's been very successful, ……….?

A: hasn't he   B: wasn't he   C: isn't he   D: doesn't he

37)   ……… a pity I didn't see you.

A: That's   B: What's   C: It's   D: There's

38)   I work …….I can.

A: so hard as   B: as hard as   C: so hardly as   D: as hardly as

39)   I dropped the……….. and broke it.

A: cup of coffee   B: cup of the coffee C: cup for coffee   D: coffee cup

40)   She's he girl ……….

A: that we were talking   B: we were talking about

C: what we were talking about   D: which we were talking about

Ali Akbar Khansir and MasomehAhrami
Error Analysis and Paragraph Writing   <74-162>

41) If you're a good boy, we will let you ……… the TV tonight.

A: to watch   B: watch   C: watching   D: that you watch

42) He was………. Tired to go on.

A: too   B: too much   C: so   D: so much

43) I ………..play tennis than golf.

A: like better to   B: prefer   C: would rather   D: had better

44) I don't ………the letter but perhaps I read it.

A: remember to see   B: remember seeing C: remind to see   D: in spite of

45) We played tennis ……….the rain.

A: although   B: instead   C: even though   D: in spite of

In this series of questions, three words have the same sound but one does not. Choose the one that does not.

Example: A: go   B: so   C: show   D: do

46) A: year   B: bear   C: fear   D: hear
47) A: most   B: lost   C: cost   D: frost
48) A: war   B: car   C: floor   D: door
49) A: boat   B: shoot   C: foot   D: root
50) A: gave   B: wave   C: have   D: slave

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Appendix 2
The Background Questionnaire

1. Name ……………………..

2. Name of School (College/ University)…………..

3. Sex

a. Male……… b. Female……..

4. Age ……………..

5. School Subject

a. Medical Library Science………   b. Medical Urgency Science…….   c. Medicine…..

6. How many languages do you use?

7. Information about the parents

a. Education

Father…………..

Mother……………..

b. Occupation

Mother………

Father…………….

b. Income

Mother…………

Father…………

8. Information about Siblings:

a. Education

Brothers…..

Sisters……………..

b. Occupation

Brothers……

Sisters……….

b. Income

Brothers………

Sisters………

d. Age

Brothers….

Sisters……

9. Language Attitude: what is your attitude towards English language?

a. Like……   b. Dislike………   c. Tolerate……

10. Are you satisfied with the teaching of English in your School/ College?

a. Yes……….   b. No……..   c. Tolerate………

Appendix 3

Paragraph Writing Test

Under line topic sentence, supporting sentences, supporting details, and closing sentence in the following passages:

1. There are three reasons why I want to learn English. One reason is that English has become an international language. It is now used by most international companies, including the company where I work, for business communication. Another reason why I want to learn English is so that, I can travel to English speaking countries. The United States, England, Australia and many other countries all use English as their primary language. Finally, I want to learn English because I plan to move to U.S. in the future. I will become a manager for my company soon. For all these reasons, I am very excited about learning English.

2. There are three basic kinds of materials that can be found in any good library. First, there are books on all subjects, both in English and in many other languages. These books are organized according to subject, title, and author in a central file called the card catalog. Books can generally be checked out of the library and taken home for a period of two to four weeks. Second, there are reference works, which include encyclopedias, dictionaries, bibliographies, atlases, and so forth, and generally must be used in the library itself. Third, there are periodicals-magazines, newspapers, pamphlets which are filed alphabetically in racks, or which have been microfilmed to conserve space. Like reference works, periodicals usually cannot be removed from the library.

Author Index

Subject Index

Oppression and Exploitation, Feminization in Alice Walker's Works

E. Kumar, Ph.D. Research Scholar & Dr. Mummachi, Ph.D.

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Abstract

Alice Walker the feminist deals with the oppression of black women and men. Her quest is a new identify for black women, a self–awareness which will make them self dependent socially, emotionally and spiritually. Racial oppression, general violence, history and ancestry, Civil Rights Movement – all these form the sum and substance of her work. It was Alice walker who coined the term 'Womanism' a form of black feminism that affricates and prefers women's culture, women's flexibility and women's strength. 'Womanism' according to Alice Walker is not narrowly exclusive; it is committed to survival and wholeness of entire people, male and female. In all aspects Alice walker is the brightest star in a galaxy of black American women writers.

Keywords: Womanism, Civil Rights Movement, Black feminism, Women's strength

Alice Walker's Works – Focus on Feminism

Afro American Woman writer Alice Walker is a novelist in English. Racial oppression, general violence, history and ancestry, Civil Rights Movement – all these form the sum total of her work. It was Alice walker who coined the term 'Womanism', a form of black feminism that affricates and prefers women's culture, women's flexibility and women's strength. 'Womanism' according to Alice Walker is not narrowly exclusive; it is committed to survival and wholeness of entire people, male and female.

Alice Walker is a feminist, she is the foremost Afro-American women black feminist. Alice Walker's black 'womanism' consciousness is characterized by sexual racial, cultural, national, economic and political considerations. Alice Walker deals with oppression, racism, and sexism in America. Alice Walker's division of women into three kinds, as "suspended"

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E. Kumar, Ph.D. Research Scholar & Dr. Mummachi, Ph.D.
Oppression and Exploitation, Feminization in Alice Walker's Works   163

part of main stream'; and "awakened by political force" is pertinent. Some Afro-American and Indian Women are reconciled to their position, to the lack of understanding between them and their men ('suspended'); others question their lot but unable to break away resign themselves ('part of mainstream'). The third phase is that of rebellion. More Afro-American women than Indian women are able to positively define themselves; long periods of economic independence, existence of three women households, and preference for a daughter in the family are perhaps contributory factors for this emergence of the awakened black women.

Alice Walker's On Black Women

Alice Walker contends that "Black Women now offer varied, live models of how it is possible to live. We have made a new place to move" (quoted in Washington 1979:146). However, the Afro-American women, like the Indian women turn to their children for emotional fulfillment and companionship; to be able, without fear of disapproval which they often receive from their husbands, to talk, to laugh and to feel. Motherhood not only gives them satisfaction, but also power, even if lop-sided, which they lack in their marital relationship.

Meridian
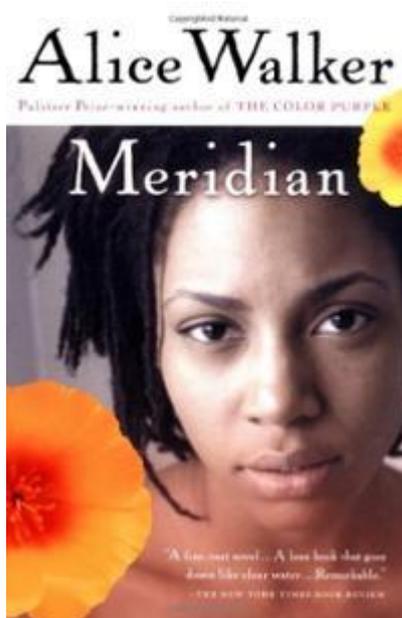
The creature sparks of the survival culture of the 'suspended' black women is the theme in *Meridian*. The theme finds an appropriate expression in the character of Meridian. Meridian, to begin with, is a looney, crazy Woman who has been physically and psychologically abused.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
E. Kumar, Ph.D. Research Scholar & Dr. Mummachi, Ph.D.
Oppression and Exploitation, Feminization in Alice Walker's Works 164

But unlike the women characters in The *Third Life of Grange Copeland*, Meridian is provided with an opportunity to liberate herself, through the Civil Rights Movement. Intially she involves herself in a movement fully. But as the Movement turns into violent revolution, she questions the validity of the violent means to achieve revolutionary ends. She gains a sense of perspective and proportion through suffering, which she believes is essential to human development. The oppression which destroys all the creative sparks of Margaret and Memm, makes Meridian philosophical, as she imbibes the collective wisdom of her people.

The Myth of Black Motherhood
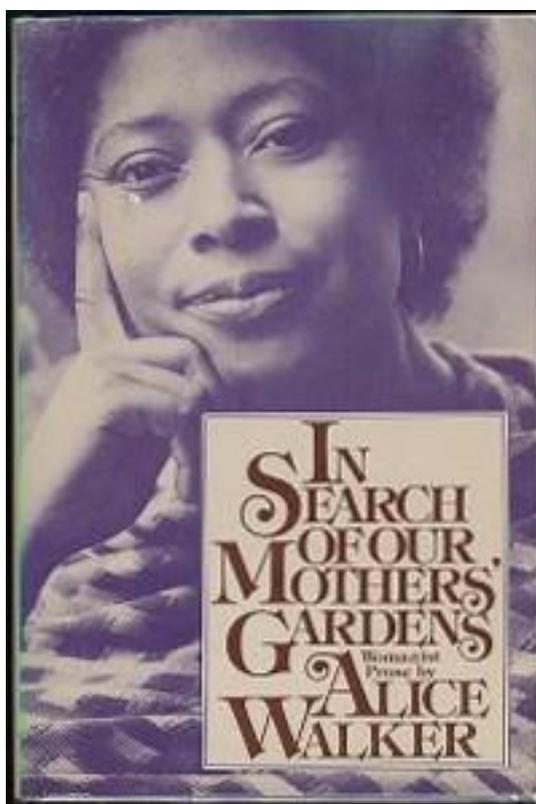
Alice Walker fights the myth of the Black motherhood as a stereotype of strength, self-abnegation and sacrifice. Margaret and Mem are abused mothers produced by the sharecropping system. Their idea of motherhood, guge not stereotypical, is restrictive. Mem's attempt at providing a good and protective motherhood to Ruth fails, and the role is finally taken on by George Copeland. Meridian's idea of motherhood is not restrictive: 'she is torn between her own personal desire to become a mother and the fact that motherhood seems to cut her off from the possibilities of life and love' (Alice Walker, *"In search of our Mother's Gardens"* 64-65). It is this contradiction in her desire which precipitates her quest to become a

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
E. Kumar, Ph.D. Research Scholar & Dr. Mummachi, Ph.D.
Oppression and Exploitation, Feminization in Alice Walker's Works   165

mother not in the biological sense of term, but in the philosophical sense when she takes to non-violent resistance for the sake of children. The renunciation of her cell, her sleeping bag and her role passed over to Truman, again, is symbolic of the role of the mother earth that she had played. Truman climbs shabbily into Meridian's bag and realizes the terror of the role of mother earth that he now has to play. She therefore passes on the struggle to defend life to Truman in order to understand the sacredness of life fully, symbolizing the awakening of the spirit, and also the beginning of another individual search. The novel is thus used as a contemplative and analytical tool.

Alice Walker's Narrative Technique

The narrative technique that she uses to emphasize the contemplative nature of her novel is that of a college so that it works on the mind in different patterns. She calls it a "crazy quiet story" (Barbara Christian Black woman Novelist, 220) as it jumps back and forth in time and works on many different levels including that of a myth. This method is helpful in evolving metaphor and symbolism as an integral part of *Meridian.* Alice Walker prefers to call herself 'womanist'. For her, a womanist is a woman who "appreciates and prefers woman's culture, woman's emotional flexibility (values tears as counter-balance of laughter), and women's strength wanting to know more and in greater depth than is considered 'good' for one.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
E. Kumar, Ph.D. Research Scholar & Dr. Mummachi, Ph.D.
Oppression and Exploitation, Feminization in Alice Walker's Works   166
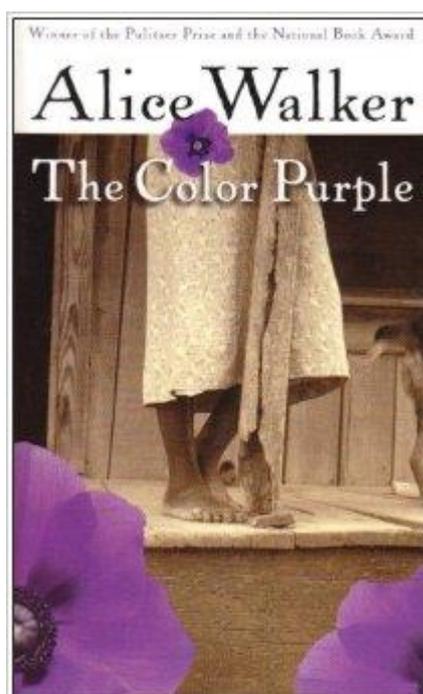
The Color Purple

The Color Purple by Alice Walker won her the Pulitzer prize and the American Book Award in 1983, for creating a very powerful black liberated woman character in Celie who succeeds in the process of survival both at the level of self and community meaningfully in the context of the racist, sexist and classist society of America. The novel chronicles the life of the black girl Celie who despite poverty, illiteracy, and physical as well as mental exploitation, transcends her plight through self-awareness, and attempts to scale the subtle and warm dimensions of womanish consciousness. Walker tells Celie's story in the form of letters first written to God and later to her sister Nettie. Celie, writes to God to help her to survive the spiritual, emotional and physical abuse she suffers at the hands of her father (step father). Thus, she begins her journey from powerlessness to the state of full empowerment and from self-abnegation to self-recognition.

A Womanist

Alice Walker calls herself 'womanist'. It is the term she coined to express the comprehensive context of Black Feminism. To her, 'womanist' is "a woman who appreciates and prefers women's culture and woman's strength" (Culture, The Literature of the United States, 394). Further she explains 'womanist relationship with "feminist" by playing upon the title of her Pulitzer prize novel *The Color Purple*: "Womanist is to feminist as purple to lavender" (395), thus focusing on the color dimension of Black feminism. Being a womanist, Alice Walker is more interested in heroines than in heroes. Though, men are not absent in her novel, they are only secondary. This helped her to effectively recasting the presentation of blackness in America. In the Color Purple (1982), Alice Walker is concerned with black life and expression in general, and female victimization in an essentially patriarchal world in particular. She focuses on the evolution of female wholeness: the development of identify and community in Celie; the central character in the Color Purple, Celie is presented as victim of racial and sexual oppression. She is raped by the man she believes to be her father and she is battered and abused in a loveless marriage. Nevertheless , Gray comments she gradually learns how to grow into being a woman and gain companionship (697).

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
E. Kumar, Ph.D. Research Scholar & Dr. Mummachi, Ph.D.
Oppression and Exploitation, Feminization in Alice Walker's Works   167

The Color Purple is a story of Celie's survival and her personal growth that Happen to be written as a series of letters.

Letters to God

The letters are written to God. Celie writes to God because her step-father called Alphonso warned her not to tell anybody of what he did to her. "You better not never tell nobody but God. It'd kill your mammy" (Walker 1), her father warns her. Celie's first letter to God reveals how she is made victim to sexual desires by her step-father Alphonso when her sick mother doesn't respond to his sexual advances. Alphonso represents patriarchal black world in which women are subjected to sexual oppression. Mute submission to men's sexual advances is expected from women and they cannot make a cry against men. Celie experiences pain as she is being molested by her father. When she cries, her father starts choking her and says, "You better shut up and git used to it" (2). She is forced upon motherhood, though she is unaware of it. She is a mother wanting children, since Alphonso took her babies away from her. He would like Celie to look decent after she gives birth to two babies. He looks in Celie for a substitute for his sick wife and actually he has substituted her. Celie has gone through not only the sexual oppression, but also repeated beatings at the hands of her father. He beats Celie for no reason in particular; first he beats her for she winked at a boy in church and on the other occasion he beats her for 'dressing trampy'. In both cases the reasons for beatings are not tenable. Celie's position in the novel is the black women's position in general. Black men may be victimized by racism, but sexism allows them to act as exploiters and oppressors of [black] women (Ranveer, Black Feminists Consciousness 17).

Oppression of Patriarchal and Sexist Society

Celie's suffering in the patriarchal and sexist society continues unabated even after her marriage to a man called Albert. On the very day of her wedding she is attacked by her husband's son with a stone, injuring her head. She is overworked in her husband's house by doing things for her husband's children. But her work is not acknowledged, neither does anyone care about her as a person; rather she is subjected to sexual oppression. "He never ask me nothing about myself. He clam on top of me and

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
E. Kumar, Ph.D. Research Scholar & Dr. Mummachi, Ph.D.
Oppression and Exploitation, Feminization in Alice Walker's Works   168

fuck, even when my head bandaged" (Walker 117), Celie writes. In her husband's house, the same vicious circle is repeated: she is sexually harassed and subjected to repetitive beatings. Like her father, her husband beats her for no particular reason." He beat me like he beat the children, cept he don't never hardly beat them. He say, Celie, git the belt. The children be outside the room pecking through the cracks. It all I can do not to cry"(23). Celie in letter, when Harpo asks his father Albert reason for beating Celie, he answers, "Cause she my wife. Plus, she Stubborn" (23) This reminds her of her father's view about women and to the reader it echoes the white master's view about his slaves before the abolition of slavery. Albert doesn't want Celie to be 'stubborn' but rather to be submissive and obedient. He beats Celie for the stubborn quality in her character and even asks his elder son Harpo to follow his example in later disobeying wife's case. He tells Harpo, "Wives is like children. You have to let in know who got the upper hand. Nothing can do that better than a good sound beating"(37). What Albert means by it is that only men can have the upper hand over women and the only way to have it is by beating them. Surprisingly Celie advises the same thing as Albert does to Harpo, though she is of the same class of women who suffer at the hands of men. It is not strange on Celie's part to advise Harpo to beat Sofia, because the patriarchal society has moulded her mind for such an action. Submission and not reaction to such actions is what she knows.

A Stereotype

That Celie is a stereotype of black woman in the patriarchal society is corroborated by Sofia's association of her in her mind with her own mother. In her person and behavior Celie reminds Sofia of her mother:

> To tell the truth, you remind me of my mamma. She under my daddy thumb. Naw, she under my daddy foot. Anything he says, goes. She never say nothing back. She never stands up for herself. Try to make a little half stand sometimes for the children but that always backfire. More she stand up for us, the harder time he give her. (43)

Feminist Movement in US

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
E. Kumar, Ph.D. Research Scholar & Dr. Mummachi, Ph.D.
Oppression and Exploitation, Feminization in Alice Walker's Works 169

In the United States the contemporary feminist movement started as the white, middle-class women's movement to eliminate sexist oppression and to achieve parity, or equality of opportunity, with white middle-or-upper class men. For a number of reasons, black women did not see this "as addressing their concerns" and felt alienated from "the main stream of the white feminist movement" (Powell, Indian Journal of American Studies, 1990,2). They are concerned as much about ethnic and racial discrimination as about sexism because to be "black and female" is to be in "double jeopardy" (Beal, 90). They are mistreated sexually by black and white men, and racially by white men and women. Consequently, they have lost their authentic self and occupied a marginal place in the American society. It became the responsibility of the black women writers to build up resistance to all such oppressions. Driven by an overriding impulse towards self-assertion, which they derived from the cultural ethos of the 1960's they soon succeeded in turning their identity into a source of strength. They brought about changes in their psychological environment by giving back to black women their own pride and confidence.

A Pioneer Celebrating Womanhood

Alice Walker is one of those pioneers who celebrate womanhood in their writings. She calls herself a "womanist"; in her opinion, expresses woman's concerns better than feminism. It appreciates and prefers "women's culture, women's emotional flexibility, and women's strength" (1983 : xi). In the fictional world of Walker, woman is no longer subservient to man, but rather struggles against her patriarchal culture and its institution to define her individual identity. Walker destroys, or subverts, the old literary myths which are for heroes and creates new images of women in her novels. As a womanist she is concerned with the liberation of all womankind from the psychology of oppression. But as a black womanist writer she is more "committed to exploring the oppression , the insanities, the loyalties, and the triumphs of black woman" (Walker 1973 interviews with the black writes, 1973: 192). Walker clearly shows that they are victims of both racism and sexism in the American society and the same time seeks to transform them into emergent black women. This note attempts to examine how Meridian, one of her most celebrated novels, reflects her strong belief in the black womanist tenets. It tells the story of the black woman in a period of transition, the

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
E. Kumar, Ph.D. Research Scholar & Dr. Mummachi, Ph.D.
Oppression and Exploitation, Feminization in Alice Walker's Works   170

story of a coming to consciousness and a subsequent development of self and search for authenticity.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
E. Kumar, Ph.D. Research Scholar & Dr. Mummachi, Ph.D.
Oppression and Exploitation, Feminization in Alice Walker's Works   171

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Language in India www.languageinindia.com **ISSN 1930-2940** **14:9 September 2014**
E. Kumar, Ph.D. Research Scholar & Dr. Mummachi, Ph.D.
Oppression and Exploitation, Feminization in Alice Walker's Works   172

Caste and the Indian Novel: Some Theoretical Issues

Prashant Kumar, M.A., M.Phil.

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Abstract

In this paper an attempt is made to locate caste as one of the most important structuring agents of Indian narratives. Various critics have already been trying to devise a 'poetics' of the Indian novel. The argument posited in this article is that no poetics of the Indian novel can be conceived without taking into account the caste-factor. It must be an integral part of any such poetics. Critics have invariably failed to lay down the exact nature of the correspondence that exists between caste and Indian novel.

The present article inquires the relationship between caste as a socio-cultural phenomenon and the Indian novel, its narrative. Some of the central questions around which the thesis revolves are:

--- What exactly is the relationship of caste with Indian novel?

--- Can caste be considered a factor which differentiates the Indian novel as a distinct category?

--- How and in what ways does caste function as the structural principle of Indian novel?

--- What is the relationship between caste and nation and novel?

The main hypothesis which is examined here is that we cannot conceptualize Indian novel without taking into account the caste factor. In one way or other, Indian narratives are caste-centered.

Key words: caste, complexity of social strata, caste in Indian fiction, portrayal of caste and caste characters, Marxist position, Bakhtin's Theory

Recent Spurt in the Study of Postcolonial Cultural Studies

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   173

The recent spurt in the 'theory' and the popularity of postcolonial cultural studies within English departments has led to a certain diversification and innovation regarding interpretation of literary texts. The text is no more considered an autotelic structure which contains all the 'contexts' required for its analysis. Text is now considered a site of diverse cultural forces. The production/interpretation of texts does not take place in ideologically neutral zones, but is affected by numerous socio-cultural factors. The poststructural theories have blurred the boundary between the literary/non-literary texts and interdisciplinary focus is in vogue. While it has proved largely fruitful for literary studies, the trend is not without its pitfalls. It has resulted in a lot of pseudo-sociology being produced in the name of literary studies. Interdisciplinary focus should ideally imply bringing to bear upon the text a wide frame of reference from extra-literary sources, leading to a comprehensive, exhaustive and more useful understanding of the literary discourse; rather than blatant erosion of all boundaries.

Caste and Literary Interpretation

No interpretation of the Indian novel can be justified if it ignores the caste factor. One can go to the extent of saying that, in the case of Indian novel, caste becomes even more conspicuous by its absence rather than its presence. The thesis tries to explain the politics of these absences. Have some sections of Indian society become immune to the effects of caste or is this just a wishful thinking?

Structural-Functionalist

Caste remains the common denominator of Indian society even in these 'postmodern' times. Western scholarship has always sought to underplay the importance of caste in Indian society. The enlightenment/modernist philosophy views the movement of mankind in positivist terms as one from darkness to light. In this view, society moves from the traditional to the rational. In the field of sociology this is recognized as the structural-functionalist school. The main contention of this school is that as the society advances, there is a movement away from the community orientation to universalistic ethos. But caste as a strong, dynamic and viable phenomenon cannot be reduced to such mechanistic schemas.

Subversion-containment Dialectic

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   174

Stephen Greenblatt, a new historicist, has explained, although partially, the cause of the durability of such phenomena. Greenblatt's thesis, termed the *subversion-containment dialectic* claims that in order to sustain its power, any durable political order not only to some degree allows, but actively fosters 'subversive elements' and forces yet in such a way as more effectively to 'contain' such challenges to the existing order. The operation of caste in Indian society, however, is much more complex. First, this is not a phenomenon which is forced on us by some external agency. Second, caste has functioned differently in different eras and differs hugely in its fine details over different parts of the country. As a social force, caste has gone through a complex process of evolution over the years.

Resurgence of Caste

The main point remains, however, that we are witnessing a resurgence of caste in India. Elections are won and lost because of caste solidarities. The recent caste-related violence in Punjab, arguably the most modern state in India, indicates the temporal viability and dynamism of caste as a phenomenon.

The system of caste is rooted in myth, folklore and has become a part of our "racial memory" or "collective unconscious" (Jung's terms) and "political unconscious" (Jameson's term). Both caste and novel are very strong phenomena, capable of re-inventing themselves against all odds and a kind of homology exists between the two in this regard.

This is, however, not meant to be an apology of caste. But the challenge to any discourse is predicated upon a sound understanding of the intricacies of its mechanism and it is hoped that the caste-discriminations will be automatically challenged during the course of this predominantly descriptive analysis.

Novel and Caste

Situating caste as the core concern in any formulation of Indian novel hinges on the more elementary issue of the definition of the genre itself. How can we relate the supposedly 'traditional' issue of caste with a 'new' genre like the novel; which has a history of barely two

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   175

hundred years? One will have to devise a sufficiently comprehensive definition of the novel so that it can incorporate the so-called traditional elements.

The available theories of the novel hardly help in this regard because they are largely based on Western texts and cater to the Western audience. Further they pick up texts from a particular period in the history of the novel in the West, specifically Britain, as the norm against which they define the novel. These theories are silent about the intrinsic characteristics of the genre itself; and wherever these are given, they have a very limited applicability, at most to a particular period of literary history.

Reality after the Renaissance

As an example, one can take the most representative of these theories, the one proposed by Ian Watt in his book *Rise of the Novel*. Watt locates the emergence of the novel in the general shift in man's view of reality after the Renaissance. This shift is reflected in the philosophies of Descartes and Locke. This change in man's outlook defined the general temper of the modern age- critical, anti-traditional and innovating; and reflected in novel's "more dispassionate and scientific scrutiny of life"[1].

According to Watt, realism is the defining feature of the novel form. Novel's realism rejects tradition on five levels: 1) Plot- Traditional plots are rejected in the novel 2) Characterization. 3) Time 4) Space, and 5) Language. Novel takes a very comprehensive view of reality and "attempts to portray all the varieties of human experience and not merely those suited to one particular literary perspective: the novel's realism does not reside in the kind of life it presents but the way it presents it".[2] In other words, the novel says nothing new, but says the old thing in a new way. 'Formal realism', i.e., a set of narrative procedures, is the defining feature of the novel:

> . . . novel is a full and authentic report of human experience, and is therefore under an obligation to satisfy its readers with such details of the story as the individuality of the actors concerned, the particulars of the times and places of their actions, details which are presented through a more largely referential use of language than is common in other literary forms. [3]

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   176

Applicability of Formal Realism

As can be easily seen, Watt's definition can be applied only to the eighteenth century British novelists like Fielding, Richardson, and Defoe. 'Formal Realism' as a criterion, cannot account for the complexities found in novels of the later periods and the non- Western novels. The definition is culture and period-specific and if at all, it is suitable for only a small number of texts; as Watt himself acknowledges the predominantly Western background of his theory:

> . . . from the Renaissance onwards, there was a growing tendency for individual experience to replace collective tradition as the ultimate arbiter of reality and this transition would seem to constitute an important part of the *general cultural background* of the novel.[4] (emphasis added)

Meenakshi Mukherjee's Approach

Meenakshi Mukherjee has made the culture-specific nature of Watt's analysis the ground for criticizing him and formulating her own definition of the Indian novel. She takes up a point-by-point critique of Watt's formulations; saying that novels originating in non-Western cultural environments may not operate in the realist mode. Talking specifically about the Indian novel, she says that plots of these novels are not original but derived from traditional narratives, myths, *kissas,* etc. Secondly, narrative in Indian novels does not progress in a linear, cause-and-effect manner. Thirdly, time is configured differently in Indian novels. Fourthly, these novels show indifference towards giving external details/background. Lastly, the characters in these novels are not individuals with free will but rather 'passive agents':

> The Indian novelist had to operate in a tradition-bound society where neither a man's profession nor his marriage was his personal affair. His life was mapped out by his community or his caste. [5]

Vinay Kirpal's Features of the Third-World Novel

Taking a similar approach, Viney Kirpal enumerates the distinctive features of the Third-World novel: 1) "the loose, circular, episodic, loop-like narrative technique," 2) plotless-ness, 3) "the use of language which is regional, ritualistic, proverbial, metaphoric and therefore quite

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   177

distinct from language in the English novel," 4) use of myths and 5) "illustrational" or "archetypal" rather than "representational" characterization. [6]

Gross Generalization

The problem with this kind of approach is that it defines Indian novel against a grossly generalized view of the Western novel. The departures are placed against a norm which is itself ill-defined or at least partially defined. Ian Watt's view represents the canonical attitude of the Western theorists- that they take the realist mode as the norm/rule and other modes as exceptions as Andrew Gibson in his book *Reading Narrative Discourse* observes, "There are many kinds of narrative and many kinds of novel. But critics none the less take the realist novel as the norm for fiction, and to assimilate other forms to it".[7] But the realist mode does not apply in a multicultural scenario as Paranjape puts it:

> By implication, when such 'formal realism' yields to naturalism in France and Germany, to Religious traditionalism in Spain, provincialism in Romania, Poland, and Bulgaria, spiritual nativism in Russia, the kind of novel that Watt has written about is well and truly finished. Furthermore, with the advent of modernism all over Europe and America, Expressionism in Germany, socialist realism in Russia, and nationalism in the colonial world, the novel as a category became so vast and varied as to no longer refer to a specific and easily definable literary genre. [8]

Marxist Position

The other prevalent position, namely the Marxist one, represented by George Steiner and George Lukacs and others, is also Eurocentric in orientation. Steiner attributes the advent of this genre to the rise of bourgeoise and modern capitalism. So, the novel caters to the middle-classes and incorporates the values of this class as against the feudal values of the epic or romance. The ideology implicit in this and all such perspectives is that of modernism and enlightenment. Novel, in this restricted sense, becomes a hegemonic tool as Paranjape observes:

> The tyranny of realism is . . . intimately tied up with the tyranny of the novel itself. The latter . . . is a pre-eminent modern genre, defining itself as the new and unique, the embodiment of an ontology, metaphysics, epistemology, and axiology engendered by techno-modernism, and thus, ultimately, the carrier of cultural and

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   178

methodological imperialism. The novel, then, is a sort of master-narrative of modernity. [9]

Inherent Possibility to Misunderstand

The term "novel" is itself to a considerable extent responsible for itself being misunderstood. The word comes from the Italian word "novella" which means a new kind of story. The novelty of the novel readily facilitates its incorporation in the rubric of modernity and the resultant idealism woven around it. This idealism is reflected in the now routine proclamations of the death of the novel etc. Critics have largely failed to come to terms with the genre. They have invariably failed to lay down a universally acceptable definition of the novel. Marthe Robert in *Origins of the Novel* points towards the fact that "the novel is constitutively an 'undefined genre'".[10] The search for alternative genealogies is, therefore, not only necessary but is also an act of post-colonial resistance.

Bakhtin's Theory

Mikhail Bakhtin's theory of the novel is far more comprehensive both in its exhaustive approach and anti-elitist orientation. Bakhtin's analysis is based on a wider selection of texts both geographically and chronologically, and has a cross-cultural validity. Furthermore, he traces the roots of the novel in traditional societies and pre-modern civilizations unlike other theorists who almost exclusively begin with the eighteenth century. Bakhtin is valuable in another regard, especially in the postmodernist scenario: he selects non-canonical texts for analysis.

Bakhtin argues that novel is so profoundly different from other genres that we will have to revise the basic categories of genre and style to account for its uniqueness. The critics have failed to recognize the absolute novelty of the novel. While other genres have completed their course of development, the novel is still evolving as Bakhtin says, "Studying other genres is like studying dead languages; studying the novel . . . is like studying languages that are not only alive but still young".[11] Novel cannot be understood in generic terms and if at all, it should be seen as a "supergenre", "whose power consists in its ability to engulf and ingest all other genres . . . together with other stylized but non-literary forms of language…".[12]

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   179

Compare Novel with History

Novel can be compared with history because both try to give shape to heterogeneous and disparate social reality. Both are based on a "lived" reality and try to comprehend it. But while history goes about its job in a repetitive manner, the norms of history writing being fixed, the novel is always innovative:

> So militantly protean a form as the novel raises serious problems for those who seek to confine it to the linear shape of most histories. The difficulty is compounded if we recognize further that such histories usually begin by pre-supposing the very organizing categories that it is the nature of the novels to resist.[13]

A Self-reflexive Genre

Novel is a self-reflexive genre. On the one hand, it is critical of the other genres for their conventionality and stylization, it is also capable of resisting its own settlement into a fixed form. It enhances the novel's capacity to comprehend contemporary reality and impart to it "indeterminacy, living contact with unfinished, still evolving contemporary reality (the open-ended present)".[14]

We can not think of the novel like other genres, in terms of form into which a content is assimilated; the novel shapes itself according to the reality it is representing. We can also think of it in terms of a process which Bakhtin terms "novelization" which infects the 'purity' of other genres. Novel uses this process to parody other genres and to assimilate them into its own structure, thus becoming a supremely hybrid and fluid genre. Novelization, thus, becomes a process of evolution, transformation and renewal. While the classicism of "all non-novel genres" is reflected in their orientation towards completeness; novel is defined by its fluidity and is thus a "genre-in-the-making".[15] This also accounts for the anti-canonical nature of the genre:

> The novel, after all, has no canon of its own. It is, by its very nature, not canonic. It is plasticity itself. It is a genre that is ever-questing, ever-examining itself and subjecting its established forms to review. Such, indeed, is the only possibility open to a genre that structures itself in a zone of direct contact with developing reality.[16]

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues 180

Process of Novelization – Bakhtin's Alternative Theory

This process of novelization was operational in the ancient times as well. So, the origin of the novel, according to Bakhtin, is rooted in ancient folklore and popular laughter. Parodies and travesties, as socio-comical genres, were "the first and essential step in the evolution of the novel as the genre of becoming".[17] These genres are akin to the novel because 1) they deal with contemporary reality and involve no distancing; 2) they place speaking and conversing man as the central image and 3) have a language close to the spoken one.

Bakhtin postulates an alternative history of the novel which goes back to *Socratic dialogues, Manippean satires* and includes a text like *Don Juan.* Bakhtin says that the novel is a product of polyglot consciousness which has a "pre-history" of its own. Polyglossia, or alternatively Heteroglossia refers to the fundamentals of all communication. A communication may be understood in terms of *langue* and *parole*. In Bakhtin's scheme, *parole* is not a passive manifestation of the *langue* but is capable of subverting the system itself. So, the novel does not lack system but its "systemizing principles are of a different order from those regulating sonnets or odes".[18] Novel is the site of struggle of centrifugal and centripetal forces and language is an active agent of this struggle. Language is further stratified into languages which are socio-ideological and novel is the site of the dialogic struggle of these languages. Bakhtin thus defines the novel as follows:

> I find three basic characteristics that fundamentally distinguish the novel in principle from other genres: 1) Its stylistic three-dimensionality, which is linked with the multi-languages consciousness realized in the novel, 2) the radical change it effects in the temporal coordinates of the literary image, 3) the new zone opened by the novel for structuring literary images, namely, the zone of maximal contact (with contemporary reality) in all its open-endedness.[19]

A Product of Polyglot Consciousness

Novel, as a product of polyglot consciousness existed even in ancient times but was "appropriated and canonized among all the genres".[20] As the novel is embedded in contemporary reality, it is organically linked with extra literary genres, current ideologies and power structures

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   181

(Caste is also such power-structure). In its treatment of past, the novel always questions and re-evaluates it.

Novel, as a polyphonic discourse of multiple languages, contains both the traditional and the contemporary. As I said, Bakhtin uses the word *language* in a broad sense to mean 'ideology', 'discourse', and 'narrative'. One of the most significant aspect of his formulation is that he thinks of the novel as a culture-specific phenomenon. Every novel is conceived of as distinct. It takes the distinct flavor of its culture. This makes it easier for us to include caste within the framework of the novel. Caste as an ideology having a multi-level presence in society, thus becomes an integral part of the novel's structure, even shaping it at various levels. For instance, the ideology of the writer himself may be shaped by caste.

The Unconscious Cast(e) of Indian Novel

The majority of available criticism analyzing the relationship between caste and Indian novel has failed to define the exact nature of the correspondence between the two. Much of this criticism is based on *dalit* writing and hence deals with the caste factor in terms of a binary opposition between upper castes and dalits. This criticism is not devoid of its own merits, in terms of opening a site of resistance against caste-discriminations and giving a voice to the silenced sections of the society; yet it fails to address caste as a larger social phenomenon which affects life as it is 'ordinarily lived' and thus is grossly reductive and does not provide a comprehensive analysis of caste as it operates in the texts. The definition of caste must be re-oriented towards thinking of it as a "discourse" or "narrative" which is present in the unconscious, sub-conscious and the conscious of the public and affects life as it is lived, in a comprehensive manner.

A Dialectical Interplay

Novel is a site of the dialectical interplay of various socio-cultural tropes. The narratives of Indian novels are derived from a host of traditional sources which go back to antiquity, and also from contemporary reality. No site of Indian culture, be it ancient or contemporary, is immune to the operation of caste. By the same logic, there can be no 'caste-less' Indian novel

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues 182

where even the mind of the author is formed by the unconscious impact of caste which prefigures his psyche:

> To believe that the poetic [read creative] self exists prior to the communal one is a fallacy that under-evaluates the ubiquitous presence of narratives in our day-to-day life. The so-called autonomous self of the poetry [read text] gains authenticity only by means of negotiating with the norms of cultural practices, laid down in the mythical narratives of a specific culture. [21] (remarks added)

The Analysis of Caste as the Structural Principle of Indian Novel

The analysis of caste as the structural principle of Indian novel should be based on the functioning of caste at, "pre-textual, textual, intertextual, post-textual, and meta-textual levels" of creativity.[22] Contexts are not extraneous variables but active agents in the production of the text. But this process is not of direct reflection of the context into text. It would be better to think of it as "pre-figuration", as Raymond Williams uses the term. The exact form and manner of this pre-figuration can be understood only after a concrete analysis of the text.

Analysis of caste and how it affects the Indian novel along these lines can lead to an exhaustive and comprehensive understanding of the 'text' and by default of Indian culture and society. At the pre-textual level, for example, the writer's caste influences his views and outlook which get manifested in the text.

Paranjape's Proposal

Makarand Paranjape adopts this approach for his analysis of caste and its relationship with the IE (Indian English) novels. In his essay, "Caste of the Indian English Novel", he prepares a caste-profile of the major IE novelists; concluding that a majority of them are Brahmins. He goes on to argue that the IE novel is the novel of "debrahminised-Brahmins"; implying that the writers, owing to their westernized education and location in the urban, metropolitan cities, tend to eschew and even criticize the prevalent caste-hierarchies in Indian society. This kind of Brahmin-centric analysis itself smacks of a parochial politics. The multiplicity of the Indian novel cannot be homogenized in this overgeneralized manner. Moreover, Paranjape takes into account only one level at which caste operates in a text; and the text itself remains excluded from his scheme.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   183

Need to Consider Many Diverse Issues

One must not ignore the way in which caste functions at the textual level, where it assumes almost the role of a character in some novels. On yet another level, one can analyze the issues of class and gender as they are affected by caste. For example, the precarious positioning of dalit women in the social-hierarchy leads to 'double colonization': in terms of caste and gender. One may also look at the complex relationship between caste and class and how the two are related. The theoretical issues thrown up by the operation of caste in Indian novels are also very significant; they have direct bearing on the relationship between the novel and the nation.

Anderson's Arguments

Benedict Anderson was the first theorist to define the relationship between the novel and the nation. According to him both the modern nation-state and the novel originated due to print-capitalism. In his seminal work, *Imagined communities*, Anderson reminds us that "all communities larger than primordial villages of face-to-face contact (and perhaps even these) are imagined".[23] He further argues that this imagining is made possible by the advent of print-capitalism. Newspaper and the novel are the agents of this imagining.

Novel, Anderson argues, brought about profound changes in the people's perception of time. Instead of the eternal' mythical time, it facilitated the presentation of "simultaneity" in "homogeneous empty time". Novel is a genre which facilitates the construction of a national consciousness by conjuring an imaginary space by employing an omniscient narrator. With the aid of the narrative procedures of the novel "fiction seeps quietly and continuously into reality, creating that remarkable confidence of community in anonymity which is the hallmark if modern nations".[24] This imagined world "conjured by the author in his readers' minds a sociological organism moving calendrically through homogeneous' empty time; is a precise analogue of the idea of a nation".[25]

Novel and the Modern Nation-State

Novel not only symbolizes the modern nation-state, it also reveals its contradictions as Franco Moretti has pointed out in his book *Atlas of the European Novel: 1800-1900*, the novel

Language in India www.languageinindia.com ISSN 1930-2940 14:9 September 2014
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   184

"functions as the symbolic form of the nation-state . . . it is a form that (unlike an anthem or a monument) not only does not conceal the nation's internal differences but manages to turn them into a story".[26] The "horizontal comradeship" that the nation fosters is not manifested in real life. Indian novel is a special case in this regard in that it imagines multiple communities or nations due to the operation of caste. In India, tradition operates in tandem with modernity and Anderson's theory does not explain why:

> … industrial workers who would not touch a new machine until it had been consecrated with appropriate religious rites, or voters who could set fire to themselves to mourn the defeat of their own clan and having kept the others out … to endorse these 'unbound serialities' while rejecting the bound ones is, in fact, to imagine nationalism without modern governmentality.[27]

Another position on the issue is that of Frederick Jameson, who calls all Third-world novels allegories of nation. But his thesis is based on only the English which really betray an anxiety for the nation due to their location in a global scenario, otherwise the allegorical elements in Indian novels are of an entirely different order. Many times they are the allegories of caste rather than the nation.

Viable Position of Homi Bhaba

Homi Bhabha's position is the most viable one in a postcolonial scenario. He terms the postcolonial condition as a "hybrid" one which contains elements which are both traditional and modern at the same time. There is no possibility of devising a 'pure' national identity. "Ambivalence" marks the national culture which has a "conceptual inderminacy" about it.[28] Caste-affiliations and their articulations in the novel forces us to 're-think' the formulation of the nation as an eternal, sacrosanct entity and allows us to resist the oppressions inherent in such a construct.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   185

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   186

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Prashant Kumar, M.A., M.Phil.
Caste and the Indian Novel: Some Theoretical Issues   187

Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods

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Abstract

A novel method for recognition of telugu character is proposed in this paper. The proposed method uses extraction of critical points of the characters based on grid and radial intersections analysis. The extracted critical points are classified based on the grid and radial lines, which helps in improving accuracy in recognition of characters. The algorithm is tested on various data sets and the results are satisfactory. The technique is a generic method in the sense that it is applicable for all Indian language scripts like Sanskrit, Hindi, Telugu, Kannada, Tamil, Malayalam, etc.

Index Terms — Indian Languages, Grid based Intersecting Points Analysis, Radial Axis based Intersecting Points Analysis, Critical Points Analysis, Morphological Feature Extraction Methods, Optical Character Recognition.

1. Introduction

Optical Character Recognition (OCR) is the mechanical or electronic conversion process of scanned printed or handwritten text images into computer-readable text format. It is a common method of digitization of printed/handwritten text documents. The digitized data can be electronically edited, searched, stored more compactly, displayed on-line, and also, it can be used for data extraction, language translation, text-to-speech conversion and data mining. OCR is used in many applications such as script recognition, language identification, postal processing, banking, and security check with the Authentication of Unique Identification Documents (for example, Aadhaar Card, Passport, PAN Card, Driving License, etc.) [1]. Nowadays, many organizations are giving high preference to OCR systems to minimize the human

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Ramalingeswara Rao K V**,** Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   188

interactions for better performance and efficiency. OCR can be applied with the help of Pattern Recognition and/or Artificial Intelligence techniques to achieve accurate results. Generally, OCR system goes through various phases including: data collection, pre-processing, feature extraction, classification and post-processing [2].

The proposed approach is based on the existing approach "Recognition of Machine Printed Broken Characters based on Gradient Patterns and its Spatial Relationship" [3] that was developed to explore the geometrical and topological properties of 2D binary images. This method precisely determines the gradient-pattern from eight different view directions. To improve the accuracy in recognition of character, this method is extended, (i) by adding extra steps to grouping mechanism and view directions, and (ii) by maintaining two matrices for indifferent intersection point calculations.

The stages in a character recognition system [4] are in a pipeline fashion, i.e., each stage depends on the success of the previous stage in order to produce optimal/valid results. There are a number of factors that affect the accuracy of text recognized through OCR [5]. These factors include: scanner quality, scan resolution, type of printed or handwritten documents (laser printer or photocopied), paper quality, fonts used in the text, linguistic complexities, and dictionary used.

The use of preprocessing techniques [6] is to enhance a document image preparing it for the next stage in a character recognition system. In order to achieve higher recognition rates, it is essential to have an effective preprocessing stage makes the OCR system more robust [7] mainly through accurate image enhancement, noise removal, image thresholding, skew detection/correction, page segmentation, character segmentation, character normalization and morphological techniques.

On completion of preprocessing, the textual and non-textual document images are to perform page segmentation in order to separate text from halftone images, lines, and graphs. The result from the character segmentation stage provides isolated characters are normalized into a specific size; and are ready to be passed into the feature extraction stage. Then features are extracted from all characters with the same size in order to provide data uniformity.

2. Feature Extraction using Proposed Technique

The Recognition process consists of the following two sections:

A. Creation of boundary for an isolated character and then normalization.

B. Process the input image to find critical points in the following ways:
   1) 6-way and 10-way Grid based intersecting points Analysis.
   2) 8-way and 16-way Radial (Axis) based intersecting points Analysis.

Different data sets where tested using this algorithm. Initially, these data is scaled to normalize the size and create a boundary around each character. The images of the normalized characters are processed to generate characteristics vectors of features that are further used to classify the characters.

Initially, the technique has been demonstrated with a sample Telugu letter 'అ'/'A' as follows.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Ramalingeswara Rao K V, Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   189

A. Creation of boundary for an isolated character and then normalization

Figure 2.1 is an input image. After preprocessing the input image, the character is trimmed by identifying the boundary with dimensions. Later, the background color of the character is set to Black, and foreground color of it is set to White, for further analysis. Then, the size of the character is normalized (for example, 120X150) as shown in Figure 2.2.

Input Image
Figure 2.1

Normalized Image
Figure 2.2

Thinned Image
Figure 2.3

The thinned image is as shown in Figure 2.3 after applying morphological thinning methodology [8]. The same image is used for proposed feature extraction, i.e., determination of critical points in two ways.

B. Process the input image to determine the critical points in the following ways:

1) 6-way and 10-way Grid based Intersecting points Analysis:

The analysis is called as **6-way Grid based analysis**, as there are 3 horizontal grid lines and 3 vertical grid lines. The 6-way Grid based analysis starts by drawing additional 'horizontal lines on beside of the centrally located horizontal line, and vertical lines on beside of the centrally located vertical line' as shown in Figure 2.4(a). In case of vertical axis, E-1 is the middle point between top-right position and E; and E+1 is the middle point between E and bottom-right position; and it is vice versa for N-1 and N+1 that are related to horizontal axis; as shown in Figure 2.4(c).

Next, the skeleton image is generated with horizontal and vertical grid lines as shown in Figure 2.4(a). Then, the skeleton image is applied on input normalized character image with logical AND operation, as shown in Figure 2.4(c). After execution of the specified logical AND operation, the output image is generated with only intersection points, as shown in Figure 2.4(d). All the letters may not have intersection points for all the grid lines. And also, all the letters may have more intersection points for some grid lines. The variation between the nature of intersection points for each character letter indicates the feature. The proposed method is explored in the following two matrices that indicate the array of character feature vectors.

(a) Skeleton Image   (b) Normalized Input Image

(c) Applying 6-way Grid Analysis   (d) Output Image with Intersecting Points
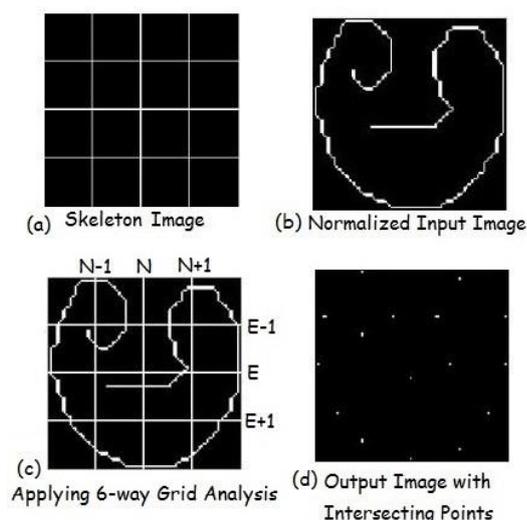
Figure 2.4

- Matrix-1 is having the intersection points.
- Matrix-2 is having the series of intersection points.

So, each Matrix will have M rows (records or feature vectors) and N columns. Where, M indicates the number of characters; and N indicates the number of grid lines 6. Each row represents the character. Each column represents the number of intersections for one grid line.

With 6-way grid based analysis, it is identified that there is a maximum possibility of getting duplicate rows in Matrix-1 and/or Matrix-2. To improve the accuracy in character recognition process, 6-way grid based analysis is extended to 10-way grid based analysis.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Ramalingeswara Rao K V, Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   190

The **10-way Grid based analysis** starts by drawing 5 horizontal and 5 vertical lines to prepare the Skeleton image, as shown in Figure 2.5(a).

In the Skeleton image (Figure 2.5(a)), the horizontal lines E-2, E-1, E, E+1, E+2 and the vertical lines N-2, N-1, N, N+1, N+2 are in equal distances; as shown in Figure 2.5(c). After execution of logical AND operation between skeleton image and normalized image as shown in Figure 2.5(c), the output image is generated with only intersection points as shown in Figure 2.5(d). The intersection points are captured in the form of two matrices, Matrix-1 with Intersection points and Matrix-2 with series of Intersection points.

(a) Skeleton Image   (b) Normalized Input Image

(c) Applying 10-way Grid Analysis

(d) Output Image with Intersecting Points
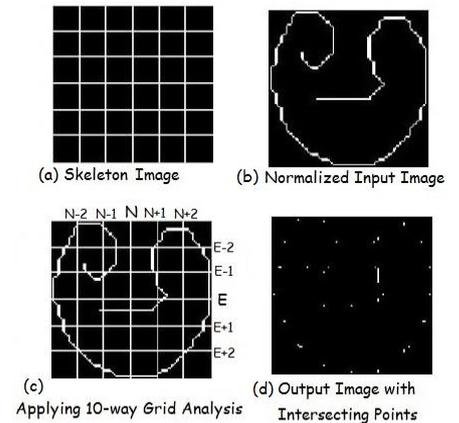
Figure 2.5

In this analysis, Matrix-1 and Matrix-2 are having M rows and N columns. Where, M indicates the number of characters; and N indicates the number of grid lines 10. The proposed method '10-way Grid based analysis' is verified with all Vowels and Consonants, Guninthas and Vaththus; and the details are listed in Annexure with Figure A.1.1 and A.1.2.

In Figure A.1.1, Matrix-1 values for Vowels, Consonants, Ka-Gunintham and Ka-Vaththu are given. In Figure A.1.2, Matrix-2 values for Vowels, Consonants, Ka-Gunintham and Ka-Vaththu are given.

The proposed method was tested with the following two test cases. Matrix-1 and Matrix-2 are inputs for these test cases. Matrix-1 and Matrix-2 values for 'all Vowels & Consonants and one set of Guninthas & Vaththus' are given in Annexure.

Test Case 1: Testing each Matrix itself for duplicate row values, as each row represents the intersection points for one character. With the execution of this test case, there is no duplicate row found in both Matrix-1 and Matrix-2.

Test Case 2: The test execution steps are as follows.
- Selected 'X' as an Unknown character.
- For the character 'X', Vector-1 and Vector-2 values are calculated; and are listed in below Table 1. Here, Vector-1 row values are named as X-Vector-1; and Vector-2 row values are named as X-Vector-2.

Table 1: Vector-1 and Vector-2 values for the Unknown character 'X'.

	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2	Telugu Character
X-Vector-1	1	1	2	5	8	11	13	15	17	19	ను
X-Vector-2	2	2	3	9	14	19	21	24	26	30	

- Verify the X-Vector-1 row with all rows of Matrix-1 values of 'Vowels, Consonants, Guninthas and Vaththus'. Few of them are listed in Figure A.1.1.
- In this example, the X-Vector-1 row is matched with only one row. The matched row is related to the character **'ను'/'SA'**. If the unknown character is not identified with X-Vector-1, then, it is required to check with X-Vector-2 with all rows of Matrix-2 values of 'Vowels, Consonants, Guninthas and Vaththus'; and are listed in Figure A.1.2.

Thus, both 'Test Case 1' and 'Test Case 2' are passed successfully.

Language in India www.languageinindia.com **ISSN 1930-2940** **14:9 September 2014**
Ramalingeswara Rao K V, Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   191

2) 8-way and 16-way Radial (Axis) based Intersecting points Analysis:

The initial **8-way Radial based analysis** starts by drawing radial lines from the center of the image for every 45° to prepare the Skeleton Image as shown in Figure 2.6(a). Here, the Radial Axis is 45°. The Skeleton image is having the 8 Radial lines in 8 directions from center of the image, such as East, East-North, North, North-West, West, West-South, South, and South-East; as specified the notations in Figure 2.6(d). Now, the skeleton image is applied on the Normalized input image with logical AND operation as shown in Figure 2.6(d). Then, the output image is generated with the Intersection points for each radial line as shown in Figure 2.6(e). Two matrices Matrix-1 and Matrix-2 are generated with the proposed method.

In this analysis, Matrix-1 and Matrix-2 will have M rows and N columns. Where, M indicates the number of characters; and N indicates the number of Radial lines 8.

The 8-way Radial based analysis is identified that there is a maximum possibility of getting duplicate rows in Matrix-1 and/or Matrix-2. To improve the accuracy in character recognition process, 8-way Radial based analysis is extended to 16-way Radial based analysis.

(a) Preparing Skeleton Image
(b) Skeleton Image
(c) Normalized Input Image
(d) Applying 8-way Radial based Analysis
(e) Output Image with Intersecting Points
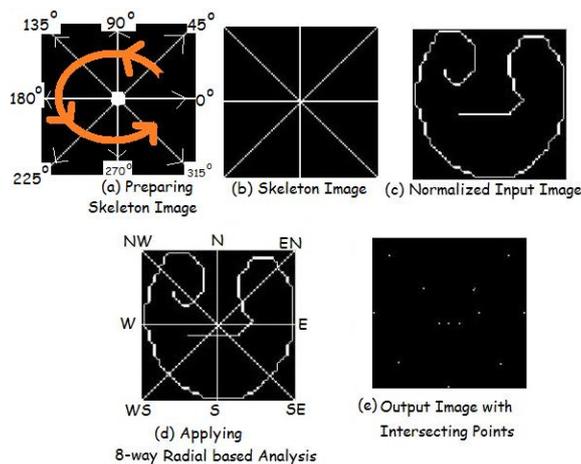
Figure 2.6

The **16-way Radial based analysis** starts by drawing radial lines from the center of the image for every 22.5^o to prepare the Skeleton Image as shown in Figure 2.7(a). In this example case, the Radial Axis is 22.5^o.

In the Skeleton image (Figure 2.7(a)), 16 Radial lines are drawn with notations as shown in Figure 2.7(c). After execution of logical AND operation between skeleton image and normalized image as shown in Figure 2.7(c), the output image is generated with only intersection points as shown in Figure 2.7(d). Intersection points are captured in the form of two matrices, where Matrix-1 is having the intersection points, and Matrix-2 is having only the series of intersection points.

In this analysis, Matrix-1 and Matrix-2 are having M rows and N columns, where, M indicates the number of characters; and N indicates the number of Radial lines 16. The proposed method '16-way Radial based analysis' is verified with all Vowels and Consonants, Guninthas and Vaththus; and the details are listed in Annexure with Figure A.2.1 and A.2.2.

(a) Skeleton Image
(b) Normalized Input Image
(c) 16-way Radial based Analysis
(d) Output Image with Intersecting Points
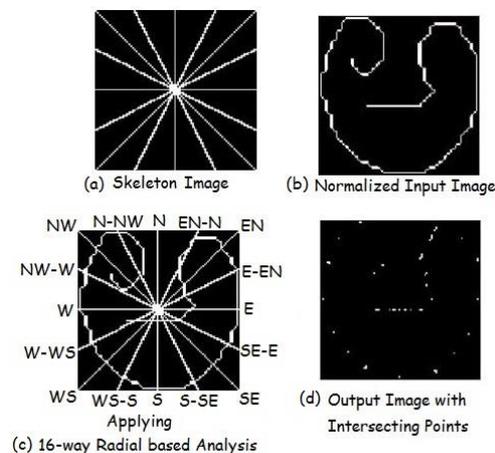
Figure 2.7

In Figure A.2.1, Matrix-1 values for Vowels, Consonants, Ka-Gunintham and Ka-Vaththu are given. In Figure A.2.2, Matrix-2 values for Vowels and Consonants, Ka-Gunintham and Ka-Vaththu are given.

Ramalingeswara Rao K V**,** Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   192

The proposed method is tested with the following two Test Cases. Matrix-1 and Matrix-2 are inputs for these Test Cases. Matrix-1 and Matrix-2 values for 'all Vowels & Consonants and one set of Guninthas & Vaththus' are given in Annexure.

Test Case 1: Testing each Matrix itself for duplicate row values, as each row represents the intersection points for one character. With the execution of this test case, there is no duplicate row found in both Matrix-1 and Matrix-2.

Test Case 2: The test execution steps are as follows.
- Selected 'Y' as an Unknown character.
- For this character, Vector-1 and Vector-2 values are calculated; and are listed in below Table 2. Here, Vector-1 row values are named as Y-Vector-1; and Vector-2 row values are named as Y-Vector-2.

Table 2: Vector-1 and Vector-2 values for the Unknown character 'Y'.

	E	E-EN	EN	EN-N	N	N-NW	NW	NW-W	W	W-WS	WS	WS-S	S	S-SE	SE	SE-E	Telugu Character
Y-Vector-1	1	11	6	12	7	13	8	14	9	15	9	16	10	17	10	18	ర
Y-Vector-2	2	23	18	24	19	27	20	29	21	30	21	32	22	33	22	38	

- Verify the Y-Vector-1 row with all rows of Matrix-1 values of 'Vowels, Consonants, Guninthas and Vaththus'. Few of them are listed in Figure A.2.1.
- In this example, the Y-Vector-1 row is matched with only one row. The matched row is related to the character **'ర'/'RA'**. If the unknown character is not identified with Y-Vector-1, then, it is required to

  check with Y-Vector-2 with all rows of Matrix-2 values of 'Vowels, Consonants, Guninthas and Vaththus'; and are listed in Figure A.2.2.

Thus, both 'Test Case 1' and 'Test Case 2' are passed successfully for the proposed method.

3. Algorithm

Main Procedure:

Requirement: Determination of Intersection points for all input character images.
1. INPUT: Set of character images with INPUT_IMGS array.
2. Initialization Part:-
   OUTPUT_INT as matrix;
   OUTPUT_INT_SER matrix;
3. for i=1 to sizeOf(INPUT_IMGS)
   a) COL_INPUT_IMG ← INPUT_IMGS(i).
   b) NORM_BW_IMG ← procedure call PreProcessInputImage(COL_INPUT_IMG).
   c) [ROW_INT ROW_INT_SER] ← procedure call GetIntersectionsArrays(NORM_BW_IMG).
   d) OUTPUT_INT(i) ← ROW_INT.
   e) OUTPUT_INT_SER(i) ← ROW_INT_SER.
   f) Exit for-loop.
4. Display OUTPUT_INT and OUTPUT_INT_SER matrix values.
5. Exit.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Ramalingeswara Rao K V**,** Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   193

Procedure 1 : PreProcessInputImage(COL_IMG):

Requirement: Pre-process the input image.
1. BW_IMG ← ConvertToBW(COL_IMG).
2. BW_IMG ← Inversion(BW_IMG).
3. BW_IMG ← Trim(BW_IMG).
4. BW_IMG ← Normalize(BW_IMG).
5. BW_IMG ← Thinning (BW_IMG).
6. Return BW_IMG.

Procedure 2 : GetIntersectionsArrays(BW_IMG):

Requirement: Calculation of No. of Intersection points for the processed image.
1. Prepare the Skeleton Image SK_IMG based on the selected technique (i.e., 6-way Grid based Analysis (or) 10-way Grid based Analysis (or) 8-way Radial based Analysis (or) 16-way Radial based Analysis (or) any other) by drawing '6/10 Grid or 8/16 Radial lines'.
2. INT_IMG ← SK_IMG (logical AND) BW_IMG.
3. X_ROW_INT ← 'No. of intersection points' of INT_IMG for each Grid/Radial line.
4. X_ROW_INT_SER ← 'Series of No. intersection points' of INT_IMG for each Grid/Radial line.
5. Return X_ROW_INT and X_ROW_INT_SER row values.

4. Efficiency Evaluation

The proposed methodologies of 'Critical Points Analysis' are extended with additional enhancements to improve the accuracy and efficiency in character recognition process. The methods became suitable for all kind of characters like Vowels, Consonants, Guninthas and Vathus.

There is a possibility of extending the proposed feature extraction 'Critical Points Analysis' process further to improve the accuracy. It can be achieved by adding additional horizontal and vertical grid lines; and by adding additional radial lines after further minimizing the radial axis. The specified testing scenarios are telecasting with the high degree of accuracy and efficiency in character recognition.

Telugu Character 'JA'

(a) Gautami Font (b) Vani Font (c) Vajram Font
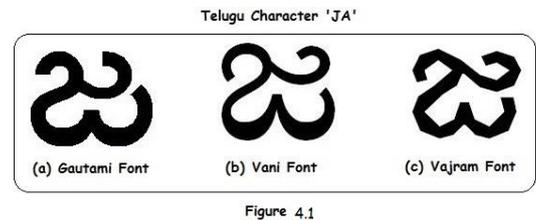
Figure 4.1

The proposed method is also verified with a character image 'ఐ'/'JA' with different fonts as shown in the Figure 4.1.

The proposed 10-way Grid based Analysis results are listed in Table 3; and 16-way Radial based Analysis results are listed in Table 4. The variation between Feature Vector-1 values of the character image is very minor, and vice versa in case of Feature Vector-2. The variation can be vanished by considering additional feature extraction like mean value of the all intersection points, finding intersection points at region-wise and coordinate-wise, and length of the character.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Ramalingeswara Rao K V, Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   194

Table 3: 10-way Grid based Analysis

10-way Grid based Analysis												
Feature Vector-1 values for the Telugu Character 'JA' fonts (Gautami, Vani and Vajram)												
File Name	Telugu Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
'Ja-Font-Gautami.JPG'	జ	2	4	6	8	12	15	18	19	22	23
'Ja-Font-Vani.JPG'	జ	3	7	8	11	15	17	20	22	24	27
'Ja-Fonts-Vajram.JPG'	జ	4	7	8	10	14	16	19	21	23	26
Feature Vector-2 values for the Telugu Character 'JA' fonts (Gautami, Vani and Vajram)												
File Name	Telugu Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
'Ja-Font-Gautami.JPG'	జ	2	9	13	15	20	23	26	29	33	34
'Ja-Font-Vani.JPG'	జ	3	7	8	11	15	17	20	26	30	34
'Ja-Fonts-Vajram.JPG'	జ	6	11	12	14	18	23	26	28	32	37

Table 4: 16-way Radial based Analysis

16-way Radial based Analysis																	
Feature Vector-1 values for the Telugu Character 'JA' fonts (Gautami, Vani and Vajram)																	
File Name	Telugu Character	E	EN	N	NW	W	WS	S	SE	E-EN	EN-N	N-NW	NW-W	W-WS	WS-S	S-SE	SE-E
'Ja-Font-Gautami.JPG'	జ	1	3	4	5	6	7	8	9	11	13	17	18	19	20	21	22
'Ja-Font-Vani.JPG'	జ	0	2	3	3	4	4	6	7	11	13	15	17	18	19	20	21
'Ja-Fonts-Vajram.JPG'	జ	0	1	2	4	5	5	6	7	9	11	12	14	15	16	17	18
Feature Vector-2 values for the Telugu Character 'JA' fonts (Gautami, Vani and Vajram)																	
File Name	Telugu Character	E	EN	N	NW	W	WS	S	SE	E-EN	EN-N	N-NW	NW-W	W-WS	WS-S	S-SE	SE-E
'Ja-Font-Gautami.JPG'	జ	1	3	4	5	8	9	11	12	17	20	30	31	33	35	37	39
'Ja-Font-Vani.JPG'	జ	0	3	5	5	6	6	10	11	25	29	32	36	38	40	42	44
'Ja-Fonts-Vajram.JPG'	జ	0	1	2	4	5	5	6	7	12	15	18	21	23	26	28	29

For efficiency evaluation, four printed and hand-written similar Telugu characters ('NA', 'PA', 'VA' and 'SA': Figure 4.2) are considered for comparison; and the report is listed at Annexure Figure A.3.

The comparison report is generated with the combination of three types of feature extraction techniques, i.e., Connected Components Analysis [9] and Closed Regions (Holes) Analysis [10] at Figure A.3(a); and Critical Points Analysis at Figure A.3(b & c).
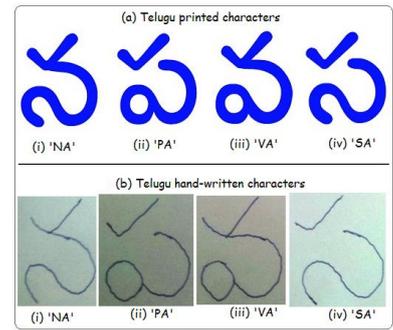
(a) Telugu printed characters
 న ప వ స
(i) 'NA'   (ii) 'PA'   (iii) 'VA'   (iv) 'SA'
(b) Telugu hand-written characters
(i) 'NA'   (ii) 'PA'   (iii) 'VA'   (iv) 'SA'
Figure 4.2

5. Conclusion

The proposed Critical Points Analysis would provide the OCR system with high degree of accuracy and efficiency with the combination of other morphological methods like Connected Components Analysis and Closed Regions (Holes) Analysis. These methods are validated for the printed and hand-written characters. The entire OCR system would give 100% result for printed characters and 92% result for hand-written characters, by using these methods.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Ramalingeswara Rao K V, Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   195

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Annexure

RESULTS

10-way Grid based Analysis

Figure A.1.1: Matrix-1 values

(a) Matrix-1 for Vowels

	File Name	Telugu Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
	'V01_a.jpg'	అ	4	9	12	14	16	17	21	23	27	29
	'V02_aa.jpg'	ఆ	4	9	12	14	16	18	21	23	25	27
	'V03_i.jpg'	ఇ	3	5	6	8	11	13	16	18	20	23
	'V04_ee.jpg'	ఈ	2	4	7	11	15	18	21	24	25	27
V	V05_u.jpg	ఉ	1	2	6	9	12	13	15	18	20	23
O	'V06_oo.jpg'	ఊ	2	5	7	12	15	18	21	26	27	30
W	'V07_aRu.jpg'	ఋ	5	9	13	17	24	27	28	29	30	31
E	'V08_aRoo.jpg'	ౠ	7	13	17	21	28	28	28	29	31	32
L	'V09_e.jpg'	ఎ	1	2	3	6	9	10	12	14	16	18
S	V10_ae.jpg	ఏ	1	3	4	5	8	10	12	14	16	17
	'V11_ai.jpg'	ఐ	3	4	7	10	13	16	18	18	20	22
	'V12_o.jpg'	ఒ	2	3	5	7	10	12	15	16	17	18
	'V13_oa.jpg'	ఓ	1	3	5	7	10	12	16	18	19	20
	'V14_ow.jpg'	ఔ	3	6	8	10	13	15	19	21	23	26
	V15_am.jpg	అం	6	13	18	22	26	29	32	33	37	39
	'V16_aha.jpg'	అః	6	13	16	20	24	27	29	31	31	35

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Ramalingeswara Rao K V, Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   196

(b) Matrix-1 for Consonants

	File Name	Telugu Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
C	'C01_ka.jpg'	క	1	3	5	6	8	12	14	17	21	23
O	'C02_kha.jpg'	ఖ	4	6	10	14	15	19	22	25	26	28
N	'C03_ga.jpg'	గ	1	3	5	7	9	9	11	12	14	14
S	'C04_gha.jpg'	ఘ	2	4	6	10	11	14	16	18	19	21
O	'C05_injna.jpg'	ఙ	3	5	6	8	11	14	17	19	21	24
N	'C06_ca.jpg'	చ	1	3	4	6	9	12	13	14	15	18
A	'C07_Cha.jpg'	ఛ	2	3	5	8	8	11	12	14	16	18
N	'C08_ja.jpg'	జ	3	6	7	9	12	15	18	20	22	25
T	'C09_jha.jpg'	ఝ	2	6	10	15	15	17	20	21	23	24
S	'C10_ini.jpg'	ఞ	4	5	7	9	12	15	18	20	21	22
	'C11_Tta.jpg'	ట	1	4	8	10	13	14	17	17	18	20
	'C12_Ttha.jpg'	ఠ	1	3	5	8	10	12	15	18	21	24
	'C13_Dda.jpg'	డ	1	3	4	5	8	10	13	15	18	22
	C14_Ddha.jpg	ఢ	2	4	5	8	9	11	13	19	23	27
	'C15_nna.jpg'	ణ	4	6	8	12	15	18	20	21	24	26
	'C16_ta.jpg'	త	1	4	8	14	16	18	22	24	29	33
	'C17_tha.jpg'	థ	2	4	7	10	11	13	16	18	21	24
	'C18_da.jpg'	ద	1	3	5	7	10	12	15	16	19	22
	'C19_dha.jpg'	ధ	2	4	6	9	10	12	14	16	19	22
	'C20_na.jpg'	న	1	3	4	7	10	13	15	18	21	23
	'C21_pa.jpg'	ప	1	3	4	7	10	13	15	17	19	21
	'C22_pha.jpg'	ఫ	2	3	4	7	8	11	14	16	18	19
	'C23_ba.jpg'	బ	3	5	7	9	12	15	18	19	20	21
	'C24_bha.jpg'	భ	2	5	7	10	10	13	15	16	18	20
	'C25_ma.jpg'	మ	2	3	5	9	13	16	18	20	21	23
	'C26_ya.jpg'	య	1	3	7	11	17	19	21	23	26	27
	'C27_ra.jpg'	ర	1	3	5	7	9	11	14	16	19	21
	'C28_la.jpg'	ల	3	8	10	12	14	15	18	19	20	22
	'C29_Lla.jpg'	ళ	1	3	7	9	11	13	18	21	23	26
	'C30_va.jpg'	వ	2	4	5	8	11	14	16	19	22	24
	'C31_Sa.jpg'	శ	1	4	5	8	10	11	13	17	20	24
	'C32_sha.jpg'	ష	2	4	5	8	12	14	16	18	20	21
	'C33_ssa.jpg'	స	1	1	2	5	8	11	13	15	17	19
	'C34_ha.jpg'	హ	1	5	8	11	14	17	19	22	22	25
	'C35_Rra.jpg'	ఱ	4	9	12	14	17	20	23	25	29	31
	'C36_Ksha.jpg'	క్ష	2	4	5	7	7	9	14	18	22	24

(c) Matrix-1 for Ka-Gunintham

	File Name	Telugu Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
K	'Ka01_ka.jpg'	క	1	3	4	5	6	9	12	15	18	21
A	'Ka02_kaa.jpg'	కా	4	7	8	9	11	13	16	19	20	22
-	'Ka03_ki.jpg'	కి	3	4	6	7	8	10	13	18	23	26
G	'Ka04_kee.jpg'	కీ	1	2	4	5	6	9	12	17	23	26
u	'Ka05_ku.jpg'	కు	1	4	6	8	10	14	17	20	21	23
n	'Ka06_koo.jpg'	కూ	1	7	11	13	15	16	21	22	24	25
i	'Ka07_kru.jpg'	కృ	2	4	6	9	12	15	18	21	22	24
n	'Ka08_kroo.jpg'	కౄ	2	5	9	12	15	18	22	23	24	25
t	'Ka09_ke.jpg'	కె	1	3	4	5	7	11	15	19	23	28
h	'Ka10_kea.jpg'	కే	1	2	4	5	6	10	14	18	22	28
a	'Ka11_kai.jpg'	కై	1	2	3	5	6	11	15	20	24	29
m	'Ka12_ko.jpg'	కొ	3	4	6	7	8	11	15	19	20	22
	Ka13_koa.jpg'	కో	2	5	7	8	9	13	16	20	22	24
	Ka14_kau.jpg'	కౌ	3	5	6	7	9	12	16	20	21	23
	Ka15_kam.jpg'	కం	2	4	7	10	14	19	22	22	23	25
	Ka16_kah.JPG'	కః	2	4	7	8	12	15	18	21	21	25

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Ramalingeswara Rao K V, Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   197

(d) Matrix-1 for Ka-Vaththu

	File Name	Telugu Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
K A - V a t h t h u	'KaVt01_KKa.jpg'	క్క	5	7	9	11	13	16	19	19	22	24
	'KaVt02_KKha.jpg'	క్ఖ	2	3	5	8	12	17	25	30	34	39
	'KaVt03_KGa.jpg'	క్గ	3	4	6	6	8	10	15	19	23	29
	'KaVt04_KGha.jpg'	క్ఘ	3	4	6	8	12	17	21	26	30	35
	'KaVt05_KInjna.jpg'	క్ఙ	2	3	5	5	7	12	19	24	28	33
	'KaVt06_KCa.jpg'	క్చ	3	5	8	9	11	13	16	17	19	21
	'KaVt07_KCha.jpg'	క్ఛ	2	4	7	8	10	13	17	18	20	22
	'KaVt08_KJa.jpg'	క్జ	4	5	6	6	8	13	19	24	29	34
	'KaVt09_KJha.jpg'	క్ఝ	2	3	5	8	12	15	21	25	32	37
	'KaVt10_KIni.jpg'	క్ఞ	3	4	6	7	9	12	18	23	29	33
	'KaVt11_KTta.jpg'	క్ట	3	4	6	6	9	15	20	23	28	33
	'KaVt12_KTtha.jpg'	క్ఠ	3	4	6	6	8	10	15	19	24	30
	'KaVt13_KDda.jpg'	క్డ	2	3	5	5	6	10	16	21	26	32
	'KaVt14_KDdha.jpg'	క్ఢ	2	3	5	7	8	12	18	24	29	35
	'KaVt15_KNna.jpg'	క్ణ	3	4	6	6	8	14	19	22	28	35
	'KaVt16_KTa.jpg'	క్త	3	4	5	7	7	11	13	17	20	26
	'KaVt17_KTha.jpg'	క్థ	2	3	5	7	9	14	17	22	26	31
	'KaVt18_KDa.jpg'	క్ద	3	4	6	6	8	13	18	22	27	33
	'KaVt19_KDha.jpg'	క్ధ	2	3	5	7	9	13	18	24	29	34
	'KaVt20_KNa.jpg'	క్న	3	5	7	8	10	12	16	18	21	22
	'KaVt21_KPa.jpg'	క్ప	3	5	8	9	10	13	16	16	18	20
	'KaVt22_KPha.jpg'	క్ఫ	2	4	7	8	11	14	17	17	19	21
	'KaVt23_KBa.jpg'	క్బ	2	4	7	8	10	14	17	17	20	22
	'KaVt24_KBha.jpg'	క్భ	3	5	8	10	12	14	16	16	18	20
	'KaVt25_KMa.jpg'	క్మ	4	6	9	12	13	16	19	19	23	26
	'KaVt26_KYa.jpg'	క్య	5	7	10	11	13	17	19	23	26	28
	'KaVt27_KRa.jpg'	క్ర	2	3	4	6	8	10	13	17	21	25
	'KaVt28_KLa.jpg'	క్ల	2	3	4	4	8	10	15	19	23	29
	'KaVt29_KLla.jpg'	క్ళ	3	6	9	11	13	18	21	22	25	28
	'KaVt30_KVa.jpg'	క్వ	5	7	9	10	11	14	18	19	22	25
	'KaVt31_KSa.jpg'	క్శ	3	5	8	9	12	15	17	21	22	24
	'KaVt32_KSha.jpg'	క్ష	2	3	4	6	6	7	11	15	18	19
	'KaVt33_KSsa.jpg'	క్స	3	6	9	10	11	14	17	17	18	20
	'KaVt34_Kha.jpg'	క్హ	2	3	4	4	7	11	15	20	24	29
	KaVt35_KSRra.jpg	క్ష	2	3	4	4	11	17	23	28	34	39

Figure A.1.2: Matrix-2 values

(a) Matrix-2 for Vowels

	File Name	Telugu Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
V O W E L S	'V01_a.jpg'	అ	4	10	13	17	20	22	26	28	43	47
	'V02_aa.jpg'	ఆ	6	11	18	21	24	29	35	37	39	43
	'V03_i.jpg'	ఇ	6	10	12	16	21	24	27	37	40	44
	'V04_ee.jpg'	ఈ	2	5	8	12	18	21	25	32	33	47
	V05_u.jpg	ఉ	2	3	70	74	78	79	81	84	86	95
	'V06_oo.jpg'	ఊ	2	5	17	22	25	28	34	39	40	43
	'V07_aRu.jpg'	ఋ	5	9	13	17	24	32	33	34	40	41
	'V08_aRoo.jpg'	ౠ	7	13	17	21	28	31	66	72	74	75
	'V09_e.jpg'	ఎ	1	3	5	12	17	18	20	22	24	28
	V10_ae.jpg	ఏ	2	5	6	8	14	28	30	32	34	36
	'V11_ai.jpg'	ఐ	6	8	15	21	34	39	41	44	47	49
	'V12_o.jpg'	ఒ	3	4	8	12	22	26	30	37	38	40
	'V13_oa.jpg'	ఓ	2	6	10	14	18	20	24	29	30	31
	'V14_ow.jpg'	ఔ	4	22	24	27	30	40	44	46	48	51
	'V15_am.jpg'	అం	6	13	18	22	26	32	36	45	50	53
	'V16_aha.jpg'	అః	6	13	16	20	24	28	31	34	34	38

Ramalingeswara Rao K V**,** Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   198

(b) Matrix-2 for Consonants

	File Name	Telugu Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
C O N S O N A N T S	'C01_ka.jpg'	క	3	8	14	15	21	25	30	33	37	51
	'C02_kha.jpg'	ఖ	7	11	17	23	25	29	32	53	54	56
	'C03_ga.jpg'	గ	1	7	11	16	19	21	24	25	30	31
	'C04_gha.jpg'	ఘ	2	5	7	11	12	15	17	19	20	22
	'C05_injna.jpg'	ఙ	3	5	7	10	16	19	22	24	26	29
	'C06_ca.jpg'	చ	2	7	8	11	16	19	20	22	27	30
	'C07_Cha.jpg'	ఛ	5	8	13	17	17	20	21	23	26	28
	'C08_ja.jpg'	జ	4	7	12	16	22	27	31	33	36	39
	'C09_jha.jpg'	ఝ	3	9	13	18	18	22	25	26	28	29
	'C10_ini.jpg'	ఞ	4	5	13	15	18	21	25	35	36	38
	'C11_Tta.jpg'	ట	2	5	13	17	22	25	28	37	38	40
	'C12_Ttha.jpg'	ఠ	1	9	11	18	20	22	26	29	32	37
	'C13_Dda.jpg'	డ	1	5	6	8	13	15	18	20	24	28
	'C14_Ddha.jpg'	ఢ	2	9	11	16	17	20	25	33	37	41
	'C15_nna.jpg'	ణ	4	6	8	13	17	23	27	31	34	36
	'C16_ta.jpg'	త	2	5	9	19	24	28	32	34	39	52
	'C17_tha.jpg'	థ	5	7	13	18	22	24	27	33	36	40
	'C18_da.jpg'	ద	1	8	11	15	20	22	25	34	37	41
	'C19_dha.jpg'	ధ	5	9	13	18	22	24	26	47	50	53
	'C20_na.jpg'	న	2	8	9	13	18	21	23	26	30	32
	'C21_pa.jpg'	ప	2	5	7	12	17	20	22	25	27	32
	'C22_pha.jpg'	ఫ	3	4	6	12	14	17	20	23	25	28
	'C23_ba.jpg'	బ	5	9	16	20	26	31	35	37	38	39
	'C24_bha.jpg'	భ	2	5	8	12	12	15	18	19	21	23
	'C25_ma.jpg'	మ	2	3	5	9	13	17	20	23	24	26
	'C26_ya.jpg'	య	1	3	7	11	18	20	22	24	30	31
	'C27_ra.jpg'	ర	1	4	7	12	16	22	27	29	33	35
	'C28_la.jpg'	ల	3	12	16	19	23	30	34	35	36	38
	'C29_Lla.jpg'	ళ	1	5	11	14	17	19	25	28	30	33
	'C30_va.jpg'	వ	3	9	11	15	21	26	29	33	36	38
	'C31_Sa.jpg'	శ	2	5	8	11	17	18	20	24	32	36
	'C32_sha.jpg'	ష	2	17	18	21	27	32	35	37	39	40
	'C33_ssa.jpg'	స	2	2	3	9	14	19	21	24	26	30
	'C34_ha.jpg'	హ	1	44	47	50	53	56	58	61	61	65
	'C35_Rra.jpg'	ఱ	5	11	15	17	20	23	27	30	34	36
	'C36_Ksha.jpg'	క్ష	4	10	11	13	13	19	24	28	34	36

(c) Matrix-2 for Ka-Gunintham

	File Name	Telugu Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
K A - G u n i n t h a m	'Ka01_ka.jpg'	క	1	3	4	5	6	9	15	18	21	25
	'Ka02_kaa.jpg'	కా	4	7	8	9	11	13	16	21	22	25
	'Ka03_ki.jpg'	కి	7	10	15	18	20	22	25	30	37	47
	'Ka04_kee.jpg'	కీ	15	17	21	23	25	28	31	36	43	50
	'Ka05_ku.jpg'	కు	1	4	6	8	10	14	17	20	21	23
	'Ka06_koo.jpg'	కూ	1	27	31	48	50	51	57	58	61	72
	'Ka07_kru.jpg'	కృ	3	5	8	13	17	22	25	29	31	33
	'Ka08_kroo.jpg'	కౄ	2	29	33	36	39	42	46	50	52	54
	'Ka09_ke.jpg'	కె	1	5	6	7	11	15	19	23	27	32
	'Ka10_kea.jpg'	కే	3	5	9	12	15	19	23	27	33	39
	'Ka11_kai.jpg'	కై	3	4	7	30	46	52	56	61	65	70
	'Ka12_ko.jpg'	కొ	4	5	7	12	14	20	24	29	45	47
	Ka13_koa.jpg'	కో	20	24	32	34	35	41	44	48	60	62
	Ka14_kau.jpg'	కౌ	3	5	6	7	9	12	16	26	27	29
	Ka15_kam.jpg'	కం	2	4	7	10	14	19	25	25	32	34
	Ka16_kah.JPG'	కః	2	4	7	8	15	18	21	25	25	29

Ramalingeswara Rao K V, Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   199

	File Name	Telugu Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
	'KaVt01_KKa.jpg'	క్క	6	9	11	15	17	20	25	25	32	34
	'KaVt02_KKha.jpg'	క్ఖ	3	4	14	17	21	28	36	44	48	54
	'KaVt03_KGa.jpg'	క్గ	6	7	14	14	18	24	29	33	37	43
	'KaVt04_KGha.jpg'	క్ఘ	3	9	12	27	31	36	40	45	50	55
	'KaVt05_KInjna.jpg'	క్ఞ	3	4	13	13	23	29	37	42	46	51
	'KaVt06_KCa.jpg'	క్చ	17	20	25	26	28	31	35	36	38	40
	'KaVt07_KCha.jpg'	క్ఛ	2	7	12	13	15	18	22	23	25	27
	'KaVt08_KJa.jpg'	క్జ	10	11	12	12	24	29	35	40	45	50
	'KaVt09_KJha.jpg'	క్ఝ	9	18	23	49	54	64	70	74	86	91
	'KaVt10_KIni.jpg'	క్ఞ	30	32	40	42	46	50	56	61	68	72
	'KaVt11_KTta.jpg'	క్ట	34	37	47	47	63	69	76	79	85	90
K	'KaVt12_KTtha.jpg'	క్ఠ	15	18	23	23	26	44	49	54	59	65
A	'KaVt13_KDda.jpg'	క్డ	5	8	10	10	12	16	22	27	32	38
-	'KaVt14_KDdha.jpg'	క్ఢ	3	4	17	20	22	27	33	39	44	50
V	'KaVt15_KNna.jpg'	క్ణ	15	18	27	27	29	35	40	43	49	56
a	'KaVt16_KTa.jpg'	క్త	6	8	11	41	41	45	50	54	65	72
t	'KaVt17_KTha.jpg'	క్థ	8	18	28	44	48	55	58	63	67	72
h	'KaVt18_KDa.jpg'	క్ద	21	22	32	32	35	40	46	50	55	61
t	'KaVt19_KDha.jpg'	క్ధ	3	4	14	17	21	25	31	37	42	47
h	'KaVt20_KNa.jpg'	క్న	5	7	9	10	17	20	24	26	29	30
u	'KaVt21_KPa.jpg'	క్ప	7	10	13	14	15	18	21	21	23	25
	'KaVt22_KPha.jpg'	క్ఫ	2	4	10	11	14	17	20	20	23	25
	'KaVt23_KBa.jpg'	క్బ	2	5	8	9	14	18	21	21	25	27
	'KaVt24_KBha.jpg'	క్భ	18	24	27	39	41	44	49	49	52	54
	'KaVt25_KMa.jpg'	క్మ	21	23	28	31	32	35	38	38	42	45
	'KaVt26_KYa.jpg'	క్య	7	10	13	14	17	21	23	27	30	35
	'KaVt27_KRa.jpg'	క్ర	2	3	4	10	12	25	28	32	37	41
	'KaVt28_KLa.jpg'	క్ల	6	8	10	10	15	34	39	43	47	53
	'KaVt29_KLla.jpg'	క్ళ	8	16	22	27	29	34	37	38	41	44
	'KaVt30_KVa.jpg'	క్వ	8	12	14	15	16	19	23	25	29	32
	'KaVt31_KSa.jpg'	క్శ	20	26	29	30	43	46	48	52	54	56
	'KaVt32_KSha.jpg'	క్ష	2	3	4	6	6	7	12	16	21	22
	'KaVt33_KSsa.jpg'	క్స	6	15	18	19	20	23	26	26	28	30
	'KaVt34_Kha.jpg'	క్హ	2	3	6	6	10	19	23	28	34	39
	KaVt35_KSRra.jpg'	క్ఱ	4	7	8	8	32	38	44	49	55	60

16-way Radial based Analysis

Figure A.2.1: Matrix-1 values

(a) Matrix-1 for Vowels

	File Name	Telugu Character	E	E-EN	EN	EN-N	N	N-NW	NW	NW-W	W	W-WS	WS	WS-S	S	S-SE	SE	SE-E
V	'V01_a.jpg'	అ	2	15	4	18	4	20	6	21	7	23	9	25	11	27	13	29
O	'V02_aa.jpg'	ఆ	2	15	4	15	4	17	6	20	7	22	9	24	11	26	13	28
W	'V03_i.jpg'	ఇ	1	11	2	12	3	13	4	15	4	18	6	19	7	19	10	20
E	'V04_ee.jpg'	ఈ	2	14	2	15	4	16	5	17	6	19	8	21	10	23	13	27
L	'V05_u.jpg'	ఉ	2	13	3	14	4	15	5	16	7	17	8	18	10	19	13	21
S	'V06_oo.jpg'	ఊ	1	11	2	11	4	11	6	13	7	14	7	17	10	19	10	21
	'V07_aRu.jpg'	ఋ	2	15	3	16	3	18	5	21	7	23	10	25	11	26	13	28
	'V08_aRoo.jpg'	ౠ	2	20	6	23	7	24	10	27	12	29	14	31	15	33	17	35
	'V09_e.jpg'	ఎ	1	5	1	6	2	6	2	6	2	9	3	11	4	12	4	13
	V10_ae.jpg'	ఏ	1	9	2	10	3	11	4	12	4	12	6	14	7	15	8	16
	'V11_ai.jpg'	ఐ	1	9	1	10	2	11	3	11	5	13	6	15	7	16	8	17
	'V12_o.jpg'	ఒ	1	5	1	5	1	7	2	9	3	10	3	11	5	12	5	13
	'V13_oa.jpg'	ఓ	0	9	0	9	0	10	3	10	5	14	6	15	8	16	9	17
	'V14_ow.jpg'	ఔ	0	13	2	14	3	18	6	22	8	28	8	29	10	30	11	31
	V15_am.jpg'	అం	2	15	3	15	4	16	7	19	10	20	12	21	12	21	13	23
	'V16_aha.jpg'	అః	1	18	4	18	5	20	8	23	10	26	11	27	12	28	15	31

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Ramalingeswara Rao K V, Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   200

(b) Matrix-1 for Consonants

	File Name	Telugu Character	E	E-EN	EN	EN-N	N	N-NW	NW	NW-W	W	W-WS	WS	WS-S	S	S-SE	SE	SE-E
C O N S O N A N T S	'C01_ka.jpg'	క	1	14	3	16	4	17	7	18	8	19	9	21	11	23	13	23
	'C02_kha.jpg'	ఖ	1	12	2	13	4	15	5	15	7	17	8	19	10	20	11	21
	'C03_ga.jpg'	గ	1	11	5	12	6	13	7	14	8	15	9	15	9	15	10	16
	'C04_gha.jpg'	ఘ	2	11	3	12	4	14	5	14	5	16	6	18	7	19	9	21
	'C05_injna.jpg'	ఙ	0	9	1	12	2	14	4	16	5	17	6	18	7	19	8	20
	'C06_ca.jpg'	చ	1	6	1	7	2	7	2	7	2	7	3	8	4	9	5	10
	'C07_Cha.jpg'	ఛ	1	8	2	9	3	9	3	9	4	10	5	11	6	13	7	14
	'C08_ja.jpg'	జ	0	11	2	12	3	14	5	16	6	17	7	18	8	19	9	20
	'C09_jha.jpg'	ఝ	2	10	3	11	3	12	3	14	5	16	7	17	8	19	8	21
	'C10_ini.jpg'	ఞ	1	12	3	14	4	15	5	16	6	18	7	20	9	21	10	22
	'C11_Tta.jpg'	ట	1	8	1	8	1	9	3	11	6	12	6	13	7	14	7	15
	'C12_Ttha.jpg'	ఠ	1	11	3	12	4	13	5	14	6	15	7	16	9	17	10	18
	'C13_Dda.jpg'	డ	0	8	1	9	2	10	3	11	4	12	4	13	5	15	7	17
	C14_Ddha.jpg'	ఢ	0	12	1	14	2	17	2	18	3	19	4	20	10	21	11	23
	'C15_nna.jpg'	ణ	1	10	2	11	3	12	4	13	5	14	6	15	6	17	9	20
	'C16_ta.jpg'	త	2	11	3	12	4	13	4	13	6	16	9	18	10	19	10	22
	'C17_tha.jpg'	థ	1	12	2	14	3	16	5	16	7	17	7	18	10	19	11	20
	'C18_da.jpg'	ద	1	9	2	10	3	13	4	14	5	15	6	16	7	17	8	18
	'C19_dha.jpg'	ధ	1	9	1	11	2	13	3	14	4	15	5	16	7	17	8	18
	'C20_na.jpg'	న	1	9	2	10	4	11	5	11	5	13	7	14	8	15	8	16
	'C21_pa.jpg'	ప	1	6	2	6	3	7	3	10	3	14	3	16	4	17	5	18
	'C22_pha.jpg'	ఫ	1	8	2	9	3	10	3	10	3	12	5	14	6	15	7	16
	'C23_ba.jpg'	బ	1	7	1	7	1	9	3	11	4	12	5	13	6	14	6	15
	'C24_bha.jpg'	భ	1	11	5	11	5	11	7	13	8	14	9	15	10	16	10	17
	'C25_ma.jpg'	మ	2	10	3	11	4	13	6	13	6	15	7	16	8	18	9	20
	'C26_ya.jpg'	య	2	11	3	11	3	11	3	12	5	14	6	17	7	18	9	20
	'C27_ra.jpg'	ర	1	11	6	12	7	13	8	14	9	15	9	16	10	17	10	18
	'C28_la.jpg'	ల	1	7	2	7	2	9	3	14	4	15	4	16	5	17	6	18
	'C29_Lla.jpg'	ళ	1	13	3	14	4	14	5	16	8	17	9	19	11	20	12	21
	'C30_va.jpg'	వ	1	9	2	10	4	12	5	12	5	14	7	16	8	17	8	18
	'C31_Sa.jpg'	శ	1	13	5	14	6	15	6	15	6	17	6	18	9	21	12	22
	'C32_sha.jpg'	ష	1	7	2	8	4	9	4	11	4	13	5	15	6	16	6	17
	'C33_ssa.jpg'	స	1	7	2	7	3	8	4	10	4	12	5	14	6	15	6	16
	'C34_ha.jpg'	హ	3	11	5	13	7	15	8	17	8	19	9	20	10	21	11	22
	'C35_Rra.jpg'	ఱ	2	13	4	16	4	18	4	21	5	23	7	25	9	27	11	29
	'C36_Ksha.jpg'	క్ష	0	9	0	11	1	13	2	14	3	14	5	16	7	18	8	19

(c) Matrix-1 for Ka-Gunintham

	File Name	Telugu Character	E	E-EN	EN	EN-N	N	N-NW	NW	NW-W	W	W-WS	WS	WS-S	S	S-SE	SE	SE-E
KA-Gunintham	'Ka01_ka.jpg'	క	0	10	2	11	3	12	4	13	5	14	6	16	8	18	9	19
	'Ka02_kaa.jpg'	కా	0	11	1	12	2	13	4	14	5	15	7	16	9	16	9	16
	'Ka03_ki.jpg'	కి	1	14	3	17	6	18	7	19	8	20	9	22	11	24	13	24
	'Ka04_kee.jpg'	కీ	1	12	2	15	6	16	6	16	7	17	8	19	10	21	12	21
	'Ka05_ku.jpg'	కు	1	10	1	10	2	12	3	13	4	14	6	16	8	17	9	18
	'Ka06_koo.jpg'	కూ	3	13	5	13	5	14	5	17	6	18	7	20	8	21	9	22
	'Ka07_kru.jpg'	కృ	1	8	1	8	2	9	3	10	4	10	5	11	7	14	7	15
	'Ka08_kroo.jpg'	కౄ	3	14	5	14	5	15	6	16	7	18	9	18	11	19	12	20
	'Ka09_ke.jpg'	కె	0	13	2	15	4	17	5	18	6	19	8	21	10	23	12	26
	'Ka10_kea.jpg'	కే	1	15	3	18	5	20	7	21	8	22	9	24	11	26	13	26
	'Ka11_kai.jpg'	కై	1	16	4	19	7	22	9	24	9	25	12	28	14	30	15	31
	'Ka12_ko.jpg'	కొ	1	12	3	15	5	17	6	19	7	20	9	22	11	24	11	24
	'Ka13_koa.jpg'	కో	1	12	3	13	5	13	7	14	8	15	9	17	11	19	11	19
	Ka14_kau.jpg'	కౌ	0	9	1	12	3	13	3	14	4	15	5	17	7	17	7	17
	Ka15_kam.jpg'	కం	2	8	2	8	2	9	5	10	6	11	7	13	7	16	8	18
	Ka16_kah.JPG'	కః	2	11	2	12	4	13	5	14	6	15	7	17	9	20	11	20

Ramalingeswara Rao K V**,** Bhaskara Rao N and Ramesh Babu D R

Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods 201

	File Name	Telugu Character	E	EN	N	NW	W	WS	S	SE	E-EN	EN-N	N-NW	NW-W	W-WS	WS-S	S-SE	SE-E
	'KaVt01_KKa.jpg'	క్క	1	2	2	4	5	5	5	5	6	7	8	11	11	11	13	16
	'KaVt02_KKha.jpg'	క్ఖ	1	1	3	5	6	11	14	16	17	19	22	22	25	27	27	30
	'KaVt03_KGa.jpg'	క్గ	1	5	7	9	10	13	15	17	18	20	23	24	25	29	31	32
	'KaVt04_KGha.jpg'	క్ఘ	1	3	5	7	8	11	14	16	17	20	22	22	23	25	27	33
	'KaVt05_KInjna.jpg'	క్ఞ	1	4	6	7	8	12	15	17	19	21	24	27	28	32	35	36
	'KaVt06_KCa.jpg'	క్చ	1	2	2	5	7	7	8	8	9	9	10	13	13	13	14	15
	'KaVt07_KCha.jpg'	క్ఛ	1	2	2	5	7	7	8	9	10	11	12	15	15	15	17	18
	'KaVt08_KJa.jpg'	క్జ	1	3	5	7	7	11	14	17	18	20	22	25	27	31	34	35
	'KaVt09_KJha.jpg'	క్ఝ	1	3	5	7	8	10	12	14	15	18	20	20	23	25	28	31
	'KaVt10_KIni.jpg'	క్ణ	1	3	5	7	8	10	14	17	18	21	24	24	27	30	33	35
K	'KaVt11_KTta.jpg'	క్ట	1	2	4	6	7	10	12	15	16	19	22	25	26	30	32	33
A	'KaVt12_KTtha.jpg'	క్ఠ	1	4	6	8	9	12	15	17	18	20	23	23	24	27	30	31
-	'KaVt13_KDda.jpg'	క్డ	1	3	5	7	8	10	13	17	19	21	24	25	26	29	32	33
V	'KaVt14_KDdha.jpg'	క్ఢ	1	3	5	7	8	10	14	18	19	21	24	24	25	26	27	28
a	'KaVt15_KNna.jpg'	క్న	1	2	4	6	7	9	11	15	16	18	21	21	22	25	29	30
t	'KaVt16_KTa.jpg'	క్త	1	4	6	8	8	10	12	14	15	17	19	21	22	24	27	28
h	'KaVt17_KTha.jpg'	క్థ	1	3	5	6	7	10	13	16	17	19	21	21	22	23	24	25
t	'KaVt18_KDa.jpg'	క్ద	1	3	5	7	8	11	14	17	18	20	22	26	27	30	33	34
h	'KaVt19_KDha.jpg'	క్ధ	1	4	6	7	8	10	14	17	18	20	23	24	25	26	27	28
u	'KaVt20_KNa.jpg'	క్న	1	2	2	4	5	5	7	8	9	10	12	15	15	15	18	19
	'KaVt21_KPa.jpg'	క్ప	1	2	2	4	6	6	6	7	8	8	11	13	15	15	16	17
	'KaVt22_KPha.jpg'	క్ఫ	1	2	2	5	7	7	7	7	8	9	11	13	13	13	15	16
	'KaVt23_KBa.jpg'	క్బ	1	2	2	5	7	7	7	7	8	8	10	12	12	12	15	16
	'KaVt24_KBha.jpg'	క్భ	1	2	2	4	6	6	6	7	8	8	9	12	12	12	16	17
	'KaVt25_KMa.jpg'	క్మ	1	2	2	5	7	7	7	10	11	12	14	17	18	18	20	22
	'KaVt26_KYa.jpg'	క్య	2	5	8	10	11	12	13	17	18	19	21	23	24	24	26	26
	'KaVt27_KRa.jpg'	క్ర	0	0	1	2	3	5	7	9	9	11	13	14	15	17	19	20
	'KaVt28_KLa.jpg'	క్ల	1	4	6	8	8	9	11	14	15	17	20	23	24	27	29	30
	'KaVt29_KLla.jpg'	క్ళ	1	2	3	6	8	8	8	9	10	10	12	13	14	14	19	20
	'KaVt30_KVa.jpg'	క్వ	1	2	2	5	6	6	7	8	9	11	12	15	15	15	16	17
	'KaVt31_KSa.jpg'	క్స	1	2	6	8	9	9	9	11	12	12	14	16	18	18	21	22
	'KaVt32_KSha.jpg'	క్ష	1	3	5	5	5	5	7	8	7	8	10	11	11	13	15	16
	'KaVt33_KSsa.jpg'	క్స	1	2	2	5	7	7	7	7	8	8	10	11	12	12	13	14
	'KaVt34_Kha.jpg'	క్హ	1	3	5	7	7	9	12	16	17	20	22	22	23	26	28	31
	KaVt35_KSRra.jpg'	క్ఱ	1	3	5	7	7	9	12	14	15	17	19	19	20	24	28	29

Figure A.2.2: Matrix-2 values

(a) Matrix-2 for Vowels

	File Name	Telugu Character	E	E-EN	EN	EN-N	N	N-NW	NW	NW-W	W	W-WS	WS	WS-S	S	S-SE	SE	SE-E
	'V01_a.jpg'	అ	2	18	5	30	5	34	7	37	8	41	10	46	12	51	14	54
	'V02_aa.jpg'	ఆ	6	20	8	20	8	24	10	31	11	35	13	40	15	45	17	49
	'V03_i.jpg'	ఇ	2	25	3	27	12	29	14	33	14	40	16	42	18	44	22	50
V	'V04_ee.jpg'	ఈ	2	19	2	20	8	23	10	24	11	27	13	30	15	35	18	43
O	V05_u.jpg	ఉ	39	76	40	78	42	80	43	81	70	83	71	84	73	85	76	90
W	'V06_oo.jpg'	ఊ	6	25	7	27	9	30	12	34	18	36	18	42	21	47	21	50
E	'V07_aRu.jpg'	ఋ	2	15	3	16	3	20	5	23	7	25	10	29	11	30	13	33
L	'V08_aRoo.jpg'	ౠ	2	28	7	36	10	37	13	42	15	46	19	54	22	58	24	60
S	V09_e.jpg	ఎ	2	6	2	7	3	7	3	7	3	18	4	21	5	22	5	23
	V10_ae.jpg	ఏ	1	11	2	12	3	13	5	14	5	14	7	17	8	18	9	21
	'V11_ai.jpg'	ఐ	2	15	2	17	4	19	5	19	10	23	12	28	13	31	14	34
	'V12_o.jpg'	ఒ	2	13	2	13	2	16	3	21	5	24	5	25	13	28	13	31
	'V13_oa.jpg'	ఓ	0	19	0	19	0	24	7	29	11	48	12	49	17	51	19	54
	'V14_ow.jpg'	ఔ	0	15	2	22	3	30	6	37	8	50	8	51	10	52	11	53
	'V15_am.jpg'	అం	2	24	3	24	12	26	15	31	18	34	20	38	20	38	21	41
	'V16_aha.jpg'	అః	1	22	4	22	6	28	11	34	13	45	14	46	15	47	18	52

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Ramalingeswara Rao K V, Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   202

(b) Matrix-2 for Consonants

	File Name	Telugu Character	E	E-EN	EN	EN-N	N	N-NW	NW	NW-W	W	W-WS	WS	WS-S	S	S-SE	SE	SE-E
C O N S O N A N T S	'C01_ka.jpg'	క	3	25	6	31	7	32	11	34	14	35	15	37	17	40	21	40
	'C02_kha.jpg'	ఖ	2	37	3	45	9	48	11	48	15	54	17	61	33	63	34	65
	'C03_ga.jpg'	గ	1	27	13	31	14	37	15	38	18	41	21	41	21	41	23	46
	'C04_gha.jpg'	ఘ	2	12	3	13	4	15	5	18	6	22	7	23	9	26		
	'C05_injna.jpg'	ఙ	0	12	1	19	2	25	4	29	6	31	7	33	8	34	9	38
	'C06_ca.jpg'	చ	1	6	1	7	2	7	2	7	2	7	3	8	4	9	5	12
	'C07_Cha.jpg'	ఛ	2	13	3	14	4	14	4	14	7	15	8	17	9	21	10	23
	'C08_ja.jpg'	జ	0	18	3	19	4	23	6	27	11	30	12	32	13	34	14	37
	'C09_jha.jpg'	ఝ	2	12	3	14	3	15	3	18	5	21	7	22	8	25	8	27
	'C10_ini.jpg'	ఞ	1	28	3	31	5	33	6	34	13	37	14	40	22	41	23	43
	'C11_Tta.jpg'	ట	2	23	2	23	2	41	6	44	12	47	12	48	22	49	22	52
	'C12_Ttha.jpg'	ఠ	1	15	3	17	4	24	5	25	6	29	8	30	10	31	12	36
	'C13_Dda.jpg'	డ	0	9	1	14	2	16	3	17	4	20	4	22	5	30	7	34
	'C14_Ddha.jpg'	ఢ	0	15	1	18	2	25	2	26	4	27	5	28	13	30	14	34
	'C15_nna.jpg'	ణ	1	15	2	17	6	19	7	21	8	23	9	25	9	31	12	40
	'C16_ta.jpg'	త	2	11	3	13	4	20	4	20	6	27	9	31	10	32	10	39
	'C17_tha.jpg'	థ	2	19	3	25	4	30	7	35	11	37	11	39	17	41	18	43
	'C18_da.jpg'	ద	2	20	3	22	4	31	5	34	6	37	7	38	16	39	18	42
	'C19_dha.jpg'	ధ	2	31	2	35	3	39	4	40	6	42	7	44	28	46	29	49
	'C20_na.jpg'	న	1	9	2	10	4	17	5	17	5	23	7	24	8	25	8	28
	'C21_pa.jpg'	ప	2	8	3	8	5	11	5	17	5	27	5	32	6	33	7	36
	'C22_pha.jpg'	ఫ	2	10	3	11	5	12	5	12	5	15	7	20	8	22	9	24
	'C23_ba.jpg'	బ	2	16	2	16	2	23	5	27	10	30	11	32	13	34	13	37
	'C24_bha.jpg'	భ	1	13	5	13	5	13	7	17	9	18	11	19	12	21	12	22
	'C25_ma.jpg'	మ	2	15	3	16	4	19	9	19	9	22	10	24	12	28	13	31
	'C26_ya.jpg'	య	2	10	2	11	3	11	3	19	5	22	6	39	7	40	9	43
	'C27_ra.jpg'	ర	2	23	18	24	19	27	20	29	21	30	21	32	22	33	22	38
	'C28_la.jpg'	ల	2	10	3	10	3	13	4	28	6	31	6	32	7	35	9	38
	'C29_Lla.jpg'	ళ	1	15	3	16	4	16	5	22	10	25	11	33	13	34	14	35
	'C30_va.jpg'	వ	2	12	3	13	6	16	7	16	7	22	10	26	11	27	11	30
	'C31_Sa.jpg'	శ	3	24	13	25	14	26	14	26	14	34	14	35	17	39	23	41
	'C32_sha.jpg'	ష	1	7	2	9	4	10	4	13	4	15	5	19	6	20	6	22
	'C33_ssa.jpg'	స	1	9	2	9	3	11	4	13	4	20	5	24	7	25	7	28
	'C34_ha.jpg'	హ	3	13	5	16	7	20	8	23	8	26	9	27	10	30	11	32
	'C35_Rra.jpg'	ఱ	3	19	6	29	6	32	6	38	7	44	9	48	12	52	14	57
	'C36_Ksha.jpg'	క్ష	0	10	0	13	1	18	2	21	3	24	5	27	7	31	9	36

(c) Matrix-2 for Ka-Gunintham

	File Name	Telugu Character	E	E-EN	EN	EN-N	N	N-NW	NW	NW-W	W	W-WS	WS	WS-S	S	S-SE	SE	SE-E
K A - G u n i n t h a m	'Ka01_ka.jpg'	క	0	11	2	12	3	13	4	14	5	15	6	19	8	23	9	24
	'Ka02_kaa.jpg'	కా	0	14	1	15	2	17	4	18	5	20	7	22	11	22	11	22
	'Ka03_ki.jpg'	కి	3	18	6	22	9	23	10	24	12	26	13	28	15	30	17	30
	'Ka04_kee.jpg'	కీ	2	20	3	24	7	33	8	35	10	36	11	40	13	44	15	44
	'Ka05_ku.jpg'	కు	1	12	1	12	2	21	3	22	4	25	6	27	8	28	9	30
	'Ka06_koo.jpg'	కూ	3	15	7	15	7	17	7	23	8	26	9	31	10	33	11	35
	'Ka07_kru.jpg'	కృ	1	11	1	11	3	13	4	14	6	18	7	20	9	27	9	29
	'Ka08_kroo.jpg'	కౄ	3	20	5	20	5	21	6	22	7	26	11	26	15	27	16	29
	'Ka09_ke.jpg'	కె	0	17	2	20	4	23	5	27	6	30	8	33	10	37	12	48
	'Ka10_kea.jpg'	కే	1	19	3	26	5	30	7	31	10	32	11	35	13	38	15	38
	'Ka11_kai.jpg'	కై	3	24	6	29	9	35	11	42	11	43	18	47	20	50	21	52
	'Ka12_ko.jpg'	కొ	1	14	3	21	6	26	7	36	8	38	10	41	12	48	12	48
	Ka13_koa.jpg	కో	5	22	8	23	10	25	12	29	15	31	16	34	18	39	18	39
	Ka14_kau.jpg	కౌ	0	21	1	27	8	29	8	30	9	31	10	34	13	34	13	34
	Ka15_kam.jpg	కం	2	8	2	8	2	9	5	10	6	12	7	15	7	32	8	35
	Ka16_kah.JPG	కః	2	11	2	12	4	13	5	14	6	17	7	20	9	24	11	24

Language in India www.languageinindia.com **ISSN 1930-2940** **14:9 September 2014**
Ramalingeswara Rao K V**,** Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods 203

(d) Matrix-2 for Ka-Vaththu

	File Name	Telugu Character	E	EN	N	NW	W	WS	S	SE	E-EN	EN-N	N-NW	NW-W	W-WS	WS-S	S-SE	SE-E
	'KaVt01_KKa.jpg'		1	2	2	4	5	5	5	5	7	8	9	14	14	14	18	22
	'KaVt02_KKha.jpg'		3	3	5	7	14	19	25	27	30	35	40	40	45	50	53	62
	'KaVt03_KGa.jpg'		3	9	11	15	19	23	25	28	31	34	38	43	46	52	54	57
	'KaVt04_KGha.jpg'		2	4	6	8	9	12	15	17	18	22	25	25	28	32	35	50
	'KaVt05_KInjna.jpg'		2	5	7	8	15	21	24	26	32	36	43	52	55	60	63	66
	'KaVt06_KCa.jpg'		1	2	2	9	13	13	14	14	15	15	18	23	23	23	25	27
	'KaVt07_KCha.jpg'		1	2	2	5	9	9	10	11	12	14	15	22	22	22	25	27
	'KaVt08_KJa.jpg'		1	3	5	7	7	11	14	19	22	26	33	44	47	52	56	59
	'KaVt09_KJha.jpg'		2	4	6	8	11	13	15	17	18	23	26	26	31	36	47	59
	'KaVt10_KIni.jpg'		2	4	6	8	14	16	20	25	26	30	34	34	45	52	56	68
	'KaVt11_KTta.jpg'		3	4	6	8	15	18	20	23	26	30	34	43	46	53	55	58
K	'KaVt12_KTtha.jpg'		1	4	6	8	12	17	20	22	24	27	30	30	33	36	40	43
A	'KaVt13_KDda.jpg'		1	3	5	7	8	10	13	17	22	26	31	42	43	47	51	52
-	'KaVt14_KDdha.jpg'		6	8	10	12	19	21	25	29	32	34	39	39	42	46	52	55
V	'KaVt15_KNna.jpg'		2	3	5	7	14	16	18	22	25	28	31	31	34	38	43	46
a	'KaVt16_KTa.jpg'		3	6	8	10	10	12	14	16	19	21	23	29	32	35	39	40
t	'KaVt17_KTha.jpg'		3	5	7	8	15	19	22	25	28	32	35	35	38	42	47	50
h	'KaVt18_KDa.jpg'		3	5	7	9	16	19	22	27	30	32	38	49	52	56	60	63
t	'KaVt19_KDha.jpg'		3	6	8	9	16	18	22	25	28	30	34	35	38	41	45	48
h	'KaVt20_KNa.jpg'		1	2	2	6	7	7	9	10	11	12	16	23	23	23	27	28
u	'KaVt21_KPa.jpg'		1	2	2	4	6	6	6	7	8	8	16	22	24	24	26	28
	'KaVt22_KPha.jpg'		2	3	3	6	10	10	10	10	11	13	19	24	24	24	30	32
	'KaVt23_KBa.jpg'		1	2	2	5	7	7	7	7	9	9	13	18	18	18	22	24
	'KaVt24_KBha.jpg'		1	2	2	4	6	6	6	8	9	9	11	17	17	17	24	26
	'KaVt25_KMa.jpg'		1	2	2	5	9	9	9	13	14	15	18	22	23	23	25	33
	'KaVt26_KYa.jpg'		2	5	8	10	11	13	14	18	20	22	24	28	31	33	38	41
	'KaVt27_KRa.jpg'		0	0	1	2	3	5	7	10	10	13	21	22	26	29	32	35
	'KaVt28_KLa.jpg'		2	5	7	9	9	10	12	16	19	23	28	37	38	41	43	46
	'KaVt29_KLla.jpg'		1	2	3	6	11	11	11	12	15	15	22	28	31	31	40	41
	'KaVt30_KVa.jpg'		1	2	2	5	6	6	8	9	10	16	18	22	22	22	25	27
	'KaVt31_KSa.jpg'		1	2	6	9	11	11	11	14	16	17	20	25	33	33	37	38
	'KaVt32_KSha.jpg'		1	3	5	6	6	6	8	9	11	14	21	25	25	28	31	33
	'KaVt33_KSsa.jpg'		1	2	2	5	7	7	7	7	8	8	15	21	30	30	35	37
	'KaVt34_Kha.jpg'		3	5	7	9	9	11	14	18	19	25	29	29	32	36	39	54
	KaVt35_KSRra.jpg'		1	3	5	7	7	9	12	14	17	24	27	27	30	40	46	47

Figure A.3: Comparison report for printed and hand-written characters

(a) Connected Components Analysis & Closed Regions (Holes) Analysis

Feature Extraction values for the Telugu Characters

Telugu Character	Type of Character	No. of Connected Components	No. of Closed Regions (Holes)
న	Printed	1	0
	Hand-written	1	0
ప	Printed	2	1
	Hand-written	2	1
వ	Printed	1	1
	Hand-written	1	1
సు	Printed	2	0
	Hand-written	2	0

Ramalingeswara Rao K V, Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   204

(b)	Critical Points Analysis										
10-way Grid based Analysis											
Feature Vector-1 values for the Telugu Characters											
Telugu Character	Type of Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
న	Printed	1	3	4	7	10	13	15	18	21	23
న	Hand-written	1	3	4	7	10	12	13	16	19	21
ప	Printed	1	3	4	7	10	13	15	17	19	21
ప	Hand-written	1	3	4	7	10	13	16	18	20	22
వ	Printed	2	4	5	8	11	14	16	19	22	24
వ	Hand-written	1	4	5	8	12	15	18	21	22	24
స	Printed	1	1	2	5	8	11	13	15	17	19
స	Hand-written	1	2	3	6	9	12	14	16	18	20
Feature Vector-2 values for the Telugu Characters											
Telugu Character	Type of Character	E-2	E-1	E	E+1	E+2	N-2	N-1	N	N+1	N+2
న	Printed	2	8	9	13	18	21	23	26	30	32
న	Hand-written	1	7	10	13	17	19	21	24	27	29
ప	Printed	2	5	7	12	17	20	22	25	27	32
ప	Hand-written	2	7	8	12	15	18	21	23	25	27
వ	Printed	3	9	11	15	21	26	29	33	36	38
వ	Hand-written	1	7	8	11	18	22	25	29	32	34
స	Printed	2	2	3	9	14	19	21	24	26	30
స	Hand-written	2	8	9	12	16	19	21	24	26	28

(c)	Critical Points Analysis																
16-way Radial based Analysis																	
Feature Vector-1 values for the Telugu Characters																	
Telugu Character	Type of Character	E	EN	N	NW	W	WS	S	SE	E-EN	EN-N	N-NW	NW-W	W-WS	WS-S	S-SE	SE-E
న	Printed	1	9	2	10	4	11	5	11	5	13	7	14	8	15	8	16
న	Hand-written	1	9	2	11	4	12	5	12	5	14	7	15	8	16	8	17
ప	Printed	1	6	2	6	3	7	3	10	3	14	3	16	4	17	5	18
ప	Hand-written	1	7	2	7	3	8	4	11	4	13	5	15	6	16	6	16
వ	Printed	1	9	2	10	4	12	5	12	5	14	7	16	8	17	8	18
వ	Hand-written	1	8	2	9	4	10	5	10	5	12	5	16	6	17	7	18
స	Printed	1	7	2	7	3	8	4	10	4	12	5	14	6	15	6	16
స	Hand-written	1	7	1	8	2	9	3	9	3	10	5	12	6	13	6	14
Feature Vector-2 values for the Telugu Characters																	
Telugu Character	Type of Character	E	EN	N	NW	W	WS	S	SE	E-EN	EN-N	N-NW	NW-W	W-WS	WS-S	S-SE	SE-E
న	Printed	1	9	2	10	4	17	5	17	5	23	7	24	8	25	8	28
న	Hand-written	0	10	1	14	3	16	4	16	4	20	5	21	7	23	8	24
ప	Printed	2	8	3	8	5	11	5	17	5	27	5	32	6	33	7	36
ప	Hand-written	1	7	2	7	3	9	4	15	4	18	5	21	6	23	6	23
వ	Printed	2	12	3	13	6	16	7	16	7	22	10	26	11	27	11	30
వ	Hand-written	1	12	2	13	5	14	9	14	9	17	9	25	10	26	11	27
స	Printed	1	9	2	9	3	11	4	13	4	20	5	24	7	25	7	28
స	Hand-written	1	9	1	10	2	11	3	11	3	17	5	19	7	22	7	23

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Ramalingeswara Rao K V**,** Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological Methods   205

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Ramalingeswara Rao K V**,** Bhaskara Rao N and Ramesh Babu D R
Efficient Recognition of Telugu Characters Based on Critical Points Generated Using Morphological
Methods   206

Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam

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Abstract

Sadri is used as a *lingua franca* by a large number of "tea tribes" such as Kharia (South Munda), Mundari, Bhumij (North Munda), Oraon and Kurukh (North Dravidian) for communication among themselves in the tea gardens of Upper Assam. A number of speakers of these tribal groups have adopted Sadri as their mother tongue and no longer speak their original native languages in the tea gardens of Assam. Sadri language is largely influenced by the dominant language of Assam, i.e., Assamese and that is why it is quite different from the Sadri spoken in Jharkhand, Odisha, Chattisgarh and West Bengal. This language is popularly known as *Baganiya Bhasha* or *Adivashi Bhasha* in Assam.

The Sadri children go to the regional medium (Assamese) government schools and learn English as part of their curriculum in these areas. In Assam, the medium of communication of these schools is Assamese. It is also found that the quality of instruction and the teaching of English in these schools are very poor.

This paper focuses on the difficulties faced by these children whose parents do not know any English and whose teachers of English also have very poor competence in English. The paper presents information on how we could use Radio to improve the teaching and learning of English in these schools.

Keywords: Sadri, English language teaching, mother tongue, teacher training, Radio, audio broadcasts.

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Juri Saikia, M.A., M.Phil., Ph.D. Scholar
Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam 207

Introduction

India is known for its cultural and geographical diversity. According to Census of India 2001, 30 languages are spoken by more than a million native speakers, 122 by more than 10,000. Hindi is known as the official language of India. It is due to the fact of globalization in all different fields, the learning of an international language has become a necessity. Undoubtedly, English has become a world language, rather than the language of only the English speaking countries such as UK and the USA, because the number of people who use English as a means of communication exceeds the number of people who speak it as their mother tongue. In the case of English in India, for more than two centuries, India has been directly and indirectly under the influence of the language English in all the fields, such as Education, Medical Science etc. So, learning English becomes inseparable, as well as unavoidable in Indian Education system.

Radio for Spoken English

For promoting spoken English, Radio is pedagogically appropriate. Radio has been used widely as an educational tool since the 1920s. Odera's writing on the use of radio program in schools, noted that radio technology is viewed by teachers as a useful tool for teaching and learning languages like English, French, German and Kiswahali at all levels of education. Language programs on the radio helps to increase a student's mastery of vocabulary and pronunciation as students learn to imitate the radio presenters. She further noted that if this learning resource is carefully selected and used, then learning becomes more interesting, effective, and meaningful.

The use of radio lessons motivates the learners if they are used in such a way as to stimulate learning (Bates 1984). Radio also helps the learners and the teachers to avoid falling back to mother tongue. Broadcast lessons help simplify the language teaching process and make it perfect. Furthermore, school radio broadcast English program aims to assist teachers and pupils to develop further the necessary language skills, which enable them to improve on their spoken and written English. It also aims to improve their command of the various sentence structures, vocabulary, various grammatical errors, structures encountered in primary English language and widening their horizon and scope in all subjects (Bates 1984).

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Juri Saikia, M.A., M.Phil., Ph.D. Scholar
Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam 208

Radio lessons are far cheaper to produce and broadcast than equivalent television lessons. It is found that in many rural and urban schools in India, they have radios that could be accessed without too much difficulty. Moreover, unlike television, radio is not dependent on electric outlets, which often do not exist in many urban and rural classrooms. Radio maintenance is far simpler and easily accessible. That is why radio becomes a convenient and practical medium for use in programs for distance learning.

The Sadri Language

Sadri is a lingua franca used for inter-tribal group communication in eastern-central India. The origin of Sadri and other related terms is somewhat obscure. Nowrangi (1956:iff) suggests the term 'Sadri' comes from the word 'Sadan' which is derived from an old Indo-Aryan word 'nisada-', referring to an ethnic group of North-east India. Sadri is known by different names. Lewis (2009) lists the following alternate names: Chota Nagpuri, Gawari, Jharkhandi, Nagpuri, Sadan, Sadani, Sadna, Sadrik, Sradri etc.

Since Grierson (1903), there has been general consensus that Sadri belongs to the eastern group of the Indo-Aryan languages and is regarded as a sister language of Oriya, Bengali and Angika.

Sadri is mainly spoken in Western and Central Jharkhand, but also in parts of Odisha, Chattisgarh, West Bengal, Assam and Bangladesh. Lewis (2009) estimates the total number of speakers to be 1,970,000 for 1997.

In addition to this group of native speakers, Sadri is also used as a *lingua franca* by a large number of so called 'tribal' groups, among others the Kharia (South Munda), Mundari, Bhumij (North Munda), Oraon and Kurukh (North Dravidian) and a number of speakers of these tribal groups have adopted Sadri as their first language and no longer speak their traditional language. The Sadri language in Assam is highly influenced by the dominant language of Assam i.e. Assamese and that is why it is quite different from other Sadri spoken areas. This language is popularly known as Baganiya Bhasha, Adivashi Bhasha in Assam.

Language in India www.languageinindia.com **ISSN 1930-2940** **14:9 September 2014**
Juri Saikia, M.A., M.Phil., Ph.D. Scholar
Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam 209

Sadri Students and English

The Sadri children go to the regional medium government schools in these areas. In Assam, the medium of communication of these schools is Assamese. It is also found that the quality of instruction and the teaching of English in these schools are very poor. At the moment, English is becoming increasingly important for employment and for further educational prospects of young students completing high school. Moreover, standards of mainstream government schools are very low, reflected in the high failure rates at the matriculation stage in English and poor communication skills of many under-graduate students. Also, English is very important for the pervasive use of computers and opportunities for employment in the IT sector. And the teachers of government schools themselves have very limited knowledge of English. Consequently, little English is spoken or transacted in the classrooms. We can also see, neither their pre-service training nor the limited opportunities for in-service training, has equipped teachers to teach English as a second language. Additionally, parents are also not conscious of their children's education as most of them are uneducated. From the linguistic point of view, it is often seen that not only students but also teachers cannot understand the aspirated sounds, as Sadri and Assamese are both Indo Aryan languages , for example, the speakers cannot differentiate between / p^h / and /f/, /b^h/ and /v/. To overcome these problems, radio will be a very appropriate medium for educating the Sadri children the proper English pronunciation. For promoting spoken English, radio will be pedagogically appropriate. So, radio will be the most appropriate distance educational technology for teaching English, through the medium of Sadri in mainstream rural and urban middle schools in Sadri speaking areas.

English Language Teaching

English is an international language, spoken in many countries as a native and as a second or foreign language. English is spoken habitually in the United States, the British Isles, Ireland, Canada, Australia, New Zealand, The Republic of South Africa, Liberia, as well as many territories under the United Kingdom and the United States of America. It is estimated that 300 million people speak English as second language and an additional 100 million people use it as a

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Juri Saikia, M.A., M.Phil., Ph.D. Scholar
Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam 210

foreign language. In India, English is the associate official language which has over 1000 million people.

Europe and Asia have had a long tradition of teaching and learning foreign languages. The Council of Chief State School Officers (CCSSO), U.S. defines English language proficiency in this way:

A student fully proficient in English is able to use English to ask questions to understand teachers, and reading materials, to test ideas and to challenge what is being asked in the classroom. Four language skills contribute to proficiency as follows:

1. Listening: the ability to understand the language of the teacher and instruction, comprehend and extract information and follow the instructional discourse through which teachers provide information.
2. Reading: the ability to comprehend and interpret text at the age and grade-appropriate level.
3. Writing: the ability to produce written text with content and format fulfilling classroom assignments at the age and grade-appropriate level.
4. Speaking: the ability to use oral language appropriately and effectively in learning activities (such as peer tutoring, collaborative learning activities and question-answer sessions) within the classroom and social interactions within the school.

Great Help through Radio Lessons

Hence, the teacher should keep in mind the factors above, while teaching English to non-native speakers. The English language teacher gets great help through the usage of radio lessons. The use of radio in Indian schools has been fairly extensive. Conventionally, radio has been used as a one-way medium to instruct students on a variety of subjects including History, Geography, Science and English. If we add an innovative, interactive pedagogy like Interactive Radio Instruction, then the radio lessons will be more fruitful. This pedagogy has been very successfully used to teach English and other school subjects to children as well as utilized in educational programs for adults in number of other countries. In India, *Centre for Learning Resources* was the first to use IRI in an intensive fashion for a school instructional program.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Juri Saikia, M.A., M.Phil., Ph.D. Scholar
Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam 211

They said that the use of IRI in radio programs was stimulated by the exposure of senior CLR (Centre for Learning Resources) staff members to practitioners in the field in other countries as well as the literature in the field on the use of IRI.

Speaking is also Encouraged

By using IRI in Radio lessons, it allows listeners to not only hear English being spoken, but gives them opportunities during the radio lessons, to speak in English. The radio lessons for English can use a variety of child-friendly formats such as drama, songs, language games and such, in both Sadri and English to hold the interest of middle school children because, it is well accepted that language is better acquired or learned, where the focus is on interesting context. Here, we can depict the example of CLR radio lessons. The CLR radio teacher was a female, and the girl who was one of the main child characters was generally portrayed as being more active and dominant than the second child character – a boy who has a more gentle personality. Meanwhile, we must concentrate on the recording of the radio lessons also. The recording of Radio English Lessons should be done in good sound stations. Here, we concentrate on all aspects of the production of radio lessons. This includes the selection and rehearsals of actors, generating and recording sound effects, supervising and editing the studio recordings and so on.

Culture and Language through Radio

Radio programs on every aspect of life are available, making the medium particularly useful for content-based foreign language instruction. All in all, radio English lessons should not be used passively; students should be assigned genuine and relevant tasks to do, while listening to the radio lessons, to make it successful.

Teacher Training

As Francis Bacon said, 'knowledge is power' implies that teaching is an art that can be acquired through a series of a well-designed set of activities; it is imperative, therefore, due emphasis should be laid on the education of the teachers. So, a sound teacher training and monitoring system could produce a literate and understanding teacher which in turn would shape the lives of the students and as a result, the progress of the nation.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Juri Saikia, M.A., M.Phil., Ph.D. Scholar
Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam 212

Teacher Training basically refers to the policies and procedures designed to equip prospective teachers with the knowledge, attitude, behaviour and skills they require to perform their tasks effectively in the classroom, school or wider community. Although, ideally it should be conceived of, and organized as, a seamless continuum; teacher training is often divided into these stages:

1. Initial teacher training/ education: a pre service course before entering the classroom as a fully responsible teacher.
2. Induction: the process of providing training and support during the first few years of teaching or the first year in a particular school.
3. Teacher Development or Continuing Professional Development: an in- service process for practicing teachers.

The Impact of the School, Area and the System on Training

Though the path the teacher training should follow is formally spelt out in terms of the syllabi and the course required, the quality of teachers depends on the school, area and the system followed.

Impact of the Medium of Instruction

In India, the medium of instruction in the vast majority of government rural and urban schools is the regional language. There is no difference in the schools where the Sadri speaking student studies. English is now introduced as a second language in class 1 in these schools. However, even after many years of its compulsory study, vast numbers of students completing high school are unable to speak, read or write simple English. The principal cause for the inadequate command of English among high school graduates is that their teachers themselves have a very limited knowledge of English. Consequently, little English is spoken or transacted in the classroom.

Low English Proficiency of Teachers

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Juri Saikia, M.A., M.Phil., Ph.D. Scholar
Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam 213

The vast majority of teachers themselves have a very limited command of English which is highlighted from the 2007 position paper of the Consortium for English Language Teaching in India:

'The biggest constraint is the low English proficiency of teachers at the primary stage, especially in rural areas, primary school teachers cannot speak English, even if they can read it with hesitation. This is a bigger problem in North and Eastern India. The situation is slightly better in the Southern States. Lacking in the ability to speak good English, teachers all over the country prefer to get children to copy alphabets and words from the textbook and start reading instruction from class 1 itself.'

Need for a Course

It is to be noted that in the 2005 National Curriculum Framework, a principal recommendation of the Focus Group on Teaching English was that 'All teachers who teach should have basic proficiency in English.'

So, we should develop such a course for the teachers, keeping in mind that teachers in these schools often have an extensive passive knowledge of English, but find it difficult to transact English lessons effectively, because they do not speak the language with confidence, being neither native English speakers, nor having much opportunity to use English in their daily lives. So, this course should design to help teachers to:

1. Improve their listening and speaking skills in English in both familiar and unfamiliar situation.
2. Increase their reading comprehension and basic writing skills.
3. Enhance their confidence to speak in English both within and outside the classrooms.

It is also to be noted that for the preparation of coursework for the teaching of English to the teachers, we should interact with students and teachers in regional medium schools, as well as with research and consultation experts.

Radio and Available Audio Broadcasts

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Juri Saikia, M.A., M.Phil., Ph.D. Scholar
Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam 214

Radio has been used as educational tool since the 1920s respectively. Neil (1981) contends that educational radio can be effectively utilized by employing the following techniques:

1. Using educators with long (and preferably recent) experience of living in rural areas.

2. Communicating, in detail and continually, with the leaders of village learning groups where these exist.

3. Paying careful attention to and learning from, the work of local communities or other organized groups (for example, farmers, agricultural and health service radio broadcasters).

4. Working through valid intermediaries such as chiefs and head men in villages, through established and accepted social structures.

5. Encouraging illiterate people to communicate their ideas and concerns through trusted and better educated villagers who can act as scribes if required.

General Approaches to the Use of Radio Broadcasting in Education

There are three general approaches to the use of radio broadcasting in education:

1. Direct class teaching where programming substitutes for teachers on temporary basis.

2. School broadcasting, where broadcast programming provides complementary teaching and learning resources not otherwise available.

3. General educational programming over community, national and international stations which provide general and informal educational opportunities.

Various Known Programs

One of the most dominant and widespread examples of the use of educational radio is known as 'Farm Radio Forum'. It was started in Canada in 1941 as a radio discussion program and served as a model which was adopted subsequently in a number of developing countries. The lessons learned from Canada such as the use of forums, multimedia, printed materials, two way communications and various production techniques (drama, interview, and panel discussion)

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Juri Saikia, M.A., M.Phil., Ph.D. Scholar
Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam 215

were then introduced in India early in 1956 with the project named *Adult Education and Community Development Project.*

The Radio Club of Bombay broadcast the first radio program in India in June 1923 (Sharma, 2002a). In the year 1947, the AIR (All India Radio) network had only six stations located at Delhi, Mumbai, Calcutta, Chennai, Lucknow and Tiruchirapalli with a total complement of 18 transmitters - 6 on the medium wave and the remaining on short wave. Presently, the broadcast scenario has drastically changed with 198 broadcasting centers, including 74 local radio stations, covering nearly cent percent of the country's population. Today, AIR network broadcasts nearly 2000 program hours each day in 24 languages and 146 dialects.

Radio Educational Programs

Different radio educational programs have been commissioned in India since the 1930s. The project named *School Broadcast Project* was commissioned in 1937 and the target group was school students. This program starts from Delhi, Calcutta, Madras and Bombay. In this project, AIR tried to make its radio broadcasts more curriculum-oriented. The project called *Language Learning Programme* which was started in 1979-80 jointly by All India Radio and the Department of Education, govt. of Rajasthan aims to teach Hindi to school going children as their first language. Other important educational Radio projects which are broadcasted by All India Radio in collaboration with IGNOU are *IGNOU – AIR Broadcast* (1992) and *IGNOU – AIR Interactive Radio Counseling* (1998). Gyan Vani is another famous educational FM radio channel of India which was launched in the year 2001. It is not only for the conventional educational system but also a main tool in making available the dream of education for all come true. In India, after the Supreme Court's judgment of February, 1995 that 'air waves are public property', the educational community radios are allowed in India under somewhat stringent conditions. Anna FM is the first campus community radio launched on February 1, 2004 which was run by the Education and Multimedia Research centre. By, 30th November, 2008, there were 38 operational community radio stations in the country, which were run by educational institutions except two which were run by NGOs. Sarang 107.8 FM is one of the successful

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Juri Saikia, M.A., M.Phil., Ph.D. Scholar
Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam 216

examples of community radios in India, which is run by Aloysius College (autonomous), Mangalore, Karnataka.

So, if we can utilize the available audio broadcasts for the teaching of English to Sadri speaking students as well as for the training of teachers, it will give us surely a very positive result.

Conclusion

In this paper, it is found that the Sadri children go to the regional medium government schools in the Sadri speaking areas in Assam. The quality of instruction and the teaching of English in these schools are very poor. The students as well as teachers do not have proficiency in English. The English language teacher gets great help through the usage of radio lessons. The use of radio in Indian schools has been fairly extensive. If we add an innovative, interactive pedagogy like Interactive Radio Instruction, then the radio lessons will be more fruitful. By producing and broadcasting qualitative and interesting radio English lessons both in Sadri and English language for the Sadri students, we will be successful in getting some proficiency in English among Sadri speaking students. In the mean time, due emphasis should be given to the training of the teachers' English language. So, we should develop such a course of English for the teachers by consulting experts and researchers in the field, as well as interacting with the teachers and students of regional medium schools in India which aim to develop the confidence of teachers to use English proficiently in any situation.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Juri Saikia, M.A., M.Phil., Ph.D. Scholar
Uses of Radio for Teaching English to Sadri Students of Upper Primary Schools in Assam 219

Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting*

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Abstract

Anita Nair's *The Better Man* (1999) *and Lesson in Forgetting* (2010) are the novels which mark the mode of twenty first century. Patriarchy, norms of marriage, parents, child and child-parent relationship, love and sex, and such are changing very speedily. These changes cause changes in the norms of our social structure. Nair's male and female characters, by revolting against the social, cultural and economic aspects of traditional society, challenge the traditional way life. So these characters project the cultural changes and these cultural changes marks the mode of contemporary society. These changes project the picture of society where the old social and moral order is on the wane and the new trends of society are emerging.

Key words: Anita Nair, The Better Man, Lessons in Forgetting, oppression of women

Social Criticism and Social Relevance as Part of Literature and Literary History

Social criticism has been a part and parcel of literature. Man as a social being, lives in society. Being a part of it, all his activities, directly or indirectly, are related to society. Literature is created by man and cannot exist without society. Society is the environment in which literature breathes. Literary history is divided into different ages because the literature of every age has some special characteristics that belong to that age alone. So, by studying the literature of different ages, some common characteristics of the concerned age can be found and by interpreting those characteristics, a fairly complete picture of the concerned age can be drawn. Literature shows both the good and bad sides of society, criticizes and

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Sanjay Kumar, M.A., M.Phil. and NET
Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting*   220

appreciates them and this pattern may be termed as social criticism. As it stands, this social criticism is the critique of society.

Literature always seems to bear a certain social relevance. It is a vehicle of presenting the highest ideals and aspirations of mankind. Feminism as a literary theory entered the academic circle in the late 1960's with the advent of Post-structuralism. Patriarchy is the traditional social set up in many societies, in which man enjoys power and freedom while woman is denied such freedom and powers. The woman has not been given due importance since ages past. As Simone de Beauvoir remarks: "One is not born, but rather becomes, a woman. No biological, psychological, or economic fate determines the figure that the human female presents in society; it is civilization as a whole that produces this creature, intermediate between male and eunuch, which is described as feminine"(Beauvoir 295).

Anita Nair's Focus on Cultural, Social and Economic Aspects

Anita Nair is one of the most important writers of the present era. She is the novelist of twenty-first century when values, traditions and belief are changing very fast. She takes up the cultural, social and economic aspects which mark the mode of contemporary society and provide a perfect example of victimized women in a patriarchal set up. Her novels are the social document of the twenty-first century.

The Better Man **and** *Lessons in Forgetting*
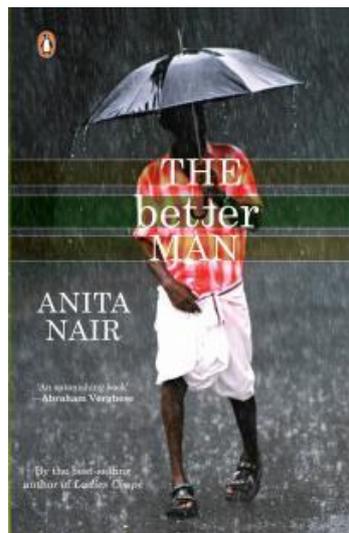
Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Sanjay Kumar, M.A., M.Phil. and NET
Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting*   221

The Better Man (1999) unveils the reality of Indian women who are still deprived of their rights in love and marriage. Marriage is still a social need, where women seek security and men respect. The novel challenges the patriarchal set up of contemporary society. *Lessons in forgetting* (2010) projects the revolt against the traditional set up of society. The protagonist does not challenge cultural aspects only, but social and economic aspects of society also. The story is an attempt to show how, in life, suppression and oppression do not always come in recognizable forms, but often under the guise of love, protection and the assurance of security. Female characters in her novels rebel against the patriarchal set up in order to explore their own potential or to live on their own terms, regardless of the consequences that such a rebellion may have on other lives. By portraying her emancipated woman, Nair projects the changing picture of contemporary society.

Women's Oppression through Patriarchy – Issue on Hand in *The Better Man*

Patriarchy and its outlook towards the female have been the root cause of their oppression and suppression. Anita Nair, through her female characters like Meenaksi, Valsala and Ajanta, projects marriage as a tyrannical institution for woman. Her female characters like Meenaksi, Valsala, Ajanta, and others in *The Better Man* try to liberate themselves from the trap of man - domination. As the novel begins, it is said that Valsala is the wife of a middle - aged schoolmaster namely Prabhakaran. She is immersed in her daily household chores and watches television every evening. She lives a monotonous life. The coconut, cashew and pepper trees which grow in her garden do not fill her with charm and joy. She is inclined to follow the living style of the glamour world outside the four walls.

Valsala feels that her marital life has not been fruitful for her. She has never tasted the pleasure of her desired fruit during her marital life. So she remains dissatisfied on this level. Now she, to avoid her alienation, starts to associate her suppressed feelings with the natural objects such as pala flowers. Here she is reminded of the words of her mother that the scent of the pala flower is liked by the Gandharvas very much. They always look for virgins to seduce them. They make them captive only for this evil motive. This hope fills her with some optimism. This development causes change in her way of thinking. As the novelist remarks:

"All night, for the first time in many years, Valsala tossed and turned in her

bed, breathing in the scent of the pala flowers. Strange sensations coursed

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Sanjay Kumar, M.A., M.Phil. and NET
Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting*   222

through her. Her nostrils flared, her lips parted, her eyes became a little less murky, every pore in her body opened, greedily seeking to fill their depths with this unique fragrance…she went to stand beneath the pala tree, spreading her hair out to dry…she stood there rubbing sandalwood paste into her skin, her bare breasts, and thighs. 'Come to me, Gandharva,' she bseeched. Can't you smell the fragrance of want in me… seduce me with your soft voice and caresses. Make me your lover, your slave" *(BM 129).*

Female Autonomy

Her unfulfilled desires compel her to yearn for extra-marital relationship. This step indicates female autonomy and projects the mood of contemporary women. She, after many years of married life, feels that she needs a perfect man to satisfy her physical desire. This desire is mainly responsible for leading her to the path of extra-marital relationship and she falls in love with Sridharan. He, in the beginning, appears to her as a neighbour and becomes her lover later on. Soon after, following the guideline of her own conscience, she decides to free herself from the traditional bond of marriage. After releasing herself from this conjugal bond, she develops the extra-marital relationship. When Prabakaran goes to school, they enjoy freedom unhindered. Now Sridharan admires her and gives her the desired fruit. In this way, he makes her captive physically and emotionally. Due to this, she surrenders herself to Sridharan completely and starts to take care of her body in order to be attractive to him.

Portrayal of a New Morality

This narrative presents, through Valasla, a new morality. This new morality brings focus on the soul and psyche of the female of a new generation and indicates what she expects from the male. She is aware that love, sex, freedom, justice, equality, and so on are her birth right, but these things can't be expected from a man of hostile nature. In spite of it being so, she willingly follows this trap of the new system that is completely against the traditional concept of Indian Womanhood. Passion and desire for pleasure play an important part in making her do so. By doing so, she undermines the sanctity of the sacred institution, marriage. Her wrong steps compel the feminist writers to consider things from a different point of view. She does not challenge the patriarchal set up of society only with her liberal views and attitude, but also raises the new issues of woman's sexuality and gender that points toward a radical change of society. As she remarks "I am just forty years old. I don't want to

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Sanjay Kumar, M.A., M.Phil. and NET
Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting*   223

be pushed into old age before it is time. I want to live. I want passion. I want to know ecstasy, she told herself, night after night" (*BM* 131).

Life Partnership at the Superficial Level

Whenever a woman is dissatisfied on a personal or public level, she rebels against the existing set up of society. The same happens with Valsala. The quest for freedom takes her to this path, where she seeks divorce from this conjugal bond of marriage. This development marks the reflection of the contemporary female psyche. Generally, life is an affair of sorrow and joy. She initiates this rebellion on a personal level which affects her husband also. When Prabhakaran complains of his indigestion, she does not seem to care about his health. Now when her revolt comes to the surface, it is revealed that Sridharan and Valsala are life partners on the superficial level only. In spite of her dissatisfaction with her spouse, she decides to remain with him for the sake material gain. We read:

> "There was the land she had slaved over and the house she was mistress of - both of which her husband's. Then there were the retirement benefits he would get when he retired from the Lower Primary School in Pannamanna three years from now. And then there was the sizeable LIC policy ... after twenty- three years of marriage, she thought she deserved to have it all. She didn't want to give it up just like that. Nor did she want to give up Sridharan" (*BM* 133).

Now Prabhakaran's missing is reported and later he is found dead. Now the police question Valsala about the death of her husband, but she keeps the secret. Now she sheds crocodile tears over his death and bangs her head against the wooden pillar. By creating a high - profile drama, she gets a great deal of sympathy from the readers. But everything is changed, when her involvement is reported in the murder of her husband Prabhakaran master. It is reported as follows: "brutally killed the schoolteacher in his bed on the night of 14 July at Kaikurusssi village. The body was then dismembered and buried in individual pits in a coconut grove owned by Sridharan. The accused had been on the run ever since 8 August when the gruesome murder of Parbhakaran Master came to light" (*BM* 143).

Revolt

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Sanjay Kumar, M.A., M.Phil. and NET
Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting* 224

By murdering her own husband, she commits a heinous crime. Here Valsala does not have any feeling of regret for this shameful, criminal deed. She takes this step because she wants to escape from the male domination and desires to lead a life of her own. Everyone in the village says that her behaviour was ghastly. Here Valsala is the image of a "New Woman" who breaks the traditional Indian consciousness and declares the revolt against the patriarchal set up of society. In this fast changing world immorality is on the rise. Love and sex play a vital role in the novels of Anita Nair. Old social and moral values are declining. Anita Nair displays emotional and the painful feelings of the contemporary women in a bold manner. The novelist, through Valsala, projects the woman of the twenty-first century, for whom sex is a new sort of religion. She casts light on the female psyche and conveys the message a woman should be treated as a complete human being. A study of the man-woman relationship as depicted in the modern literature of the East and the West shows that time is changing, so the expectations, psyche and behaviour of the female are under change. Women are now projected as more self-confident, more liberated in their view, more expressive in their behaviour and more intelligent as compared to the woman of the past.

Lessons in Forgetting – **Meera's Story**
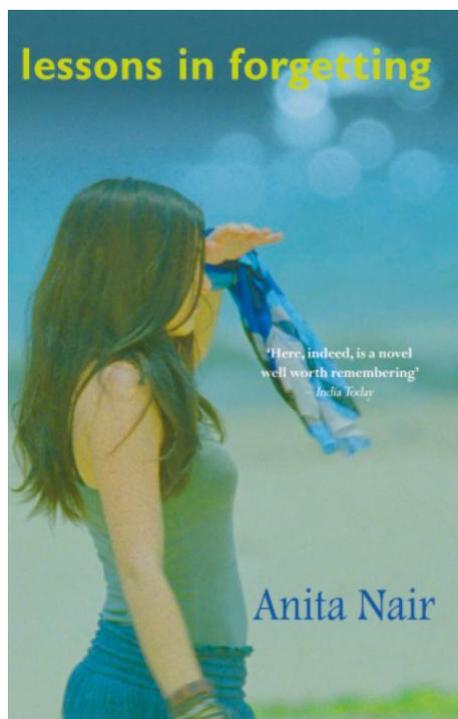
Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Sanjay Kumar, M.A., M.Phil. and NET
Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting*   225

Anita Nair's fourth novel *Lessons in Forgetting* came out in 2010. Meera is the protagonist of the novel who lives a happy life. She is an M. A. in English literature. But the story takes a turn when her husband fails to come home. She finds herself in a big problem. As she remarks: "how is it that my life has never risen above a series of clichés…man rises in career, wife trails him, happy to be his helpmate; the crisis of middle - age; man abandons wife; family divides" (LF 76). This seems to show clearly, the pathetic condition of a household female. But she does not want to remain traditional life like woman of the previous centuries who used to face oppression and suppression without raising any protest. She knows her own potential, and would like to undermine the traditional view regarding this. And we hear: "we are brought up to believe that our husband is our god. His wishes are ours, and without him we are nothing…whether he is hard as a rock or as worthless as a weed, a husband is a husband. Can you make life without your husbands?" (LF 178) By taking the whole responsibility of the entire family on her young shoulders, she undermines the myth of patriarchal society regarding woman and bails out the family out of economic crisis. By doing so, she challenges cultural, economic and social aspects of traditional society. In this way the novelist projects the problem of betrayal and women's suffering and highlights how the traditional set up of society is getting transformed into the new one.

Voice against Social Evils

Smriti is the second most important character who raises her voice against the social evils such as dowry system, female foeticide, etc. As the novelist writes "Despite the laws and regulations, women still find a way of discovering the sex of their unborn babies. If not the women, their families. They abort the foetus if it's a girl. Soon there may come a day when there are no women left" (LF 285). She, due to this, is murdered. In this way, she lays her life down for the noble cause. The novelist, through Smiriti, presents the image of a new woman who is educated, bold, capable and courageous and knows very well how to make her own path in this fast-changing world and side by side the novelist warns that gone are the days of their suppression and exploitation.

Suppression and Oppression of Women

Just as the poor are exploited by the rich, likewise women are oppressed and suppressed by the male-dominated society. The women in the past have been completely traditional, uneducated, superstitious and were puppets of the male- dominated society. Due

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Sanjay Kumar, M.A., M.Phil. and NET
Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting* 226

to this, she could not think of a world outside the house, but remained languishing within the four walls of her house. So she could not comprehend that she has more roles to play in the world. She could not keep her pace with the passage of time and remained cut off from the mainstream of the dynamic world. All this happened to her due to the patriarchal set up of society. The women living in such an orthodox and complex set up of society became habituated to this tyrannical way of life. Form very the beginning of their birth, they are taught that they are bound to follow the orders of the male and the marriage is their destiny to which they have to follow willingly or unwillingly Their duty is to bear and rear children, for maintaining the traditions of this patriarchal society.

Psychological and Sociological Exploration of Women's Psyche

The feminist writers primarily make a psychological exploration of the women's psyche. They penetrate deep into the inner mind of the depressed and suppressed women. By doing so, they bring to light their core issues. Complex patriarchal set up of society and its attitude towards woman are solely responsible for their oppression and suppression. So the writers raise the issues of contemporary woman like dilution of relationships, pre-marital and extra- marital affairs, and sterility of life, man-woman relationship, their inner fears, oppression and suppression faced by them inside and outside the home. The writers try to depict the picture of contemporary women who keep performing their duty despite their exploitation and victimisation. So it is clear that women in the past have been completely traditional, uneducated and superstitious, confined and were the followers of the rules of the male dominated society. It is so because the men of the traditional society want to keep them in such a position. Generally the females are fixed by gender stereotypes and are questioned when they try to transcend their position in this complex patriarchal set up of society. Due to this, female characters are forced to keep silent about their exploitation and victimisation under a strong patriarchal system. It is a hard fact that women have not only been denied existence as complete human beings, physically, socially, psychologically and mentally, but also set up not to perform on an egalitarian footing with men, and kept away from the opportunity to express their emotions and feelings freely.

Legal versus Loving Relationship

The two sexes are necessary to each other in marriage. It is a legal relationship between a husband and wife. It is a social necessity where woman seeks security and man

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Sanjay Kumar, M.A., M.Phil. and NET
Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting* 227

respect. It is a socially acknowledged and approved relationship. There are many forms of marriage prevalent, such as love marriage, court marriage, inter-caste marriage, live-in-relationship, barter marriage and paid wife. Presently, India is passing through a crucial mode as never before. Meera in *Lessons in Forgetting* displays the same mode of contemporary society. But marriage in the novels of Nair is the root cause of their suffering and victimisation. It is the hurdle which checks their freedom and puts them into an illusionary world. She defines the true meaning of marriage: "I think it is the circle of security that has us enchanted. Not the house or the money, the sex or kids. Not even companionship" (LF 185). But this bond of marriage has been the cause of all their suffering. They, under this guise, have been sufferers and victims. Woman has always been man's dependant. If an assessment is made of the last three decades, it can be seen that industrialization, demographic changes, social mobility, modernization, advancement of information technology, globalization, capitalist production, consumerism, extent of urbanization, and so on are the factors which mark the mode of social criticism. So the boys and girls themselves are coming forward in selecting or rejecting their life-partners. Marriage in the novels of Anita Nair plays a key role in revealing the trends of contemporary society. In this way, we can see how the norms of this institution - marriage - are under change.

Persistence of Conventional Norms

Indian society still relies on many conventional norms and values which women have to follow. In present times, caste and religion are not as rigid as in earlier centuries. They are losing their ground rapidly because of modernity and globalization. The impact of these factors is clearly discernible in the novels of Anita Nair. Being the part of the new generation, mostly all her major characters are not away from its influence. If they are located in the light of caste and religion, a true picture of social change comes out. This marks the mode of the twenty-first century where norms of the major institutions are under change. These changes bring out a new kind of culture which suit the taste of the new generation. These are the result of westernization, privatization, advancement in the field of Information and technology, increased level of education, and such.

Meenakshi and Her Parents

Meenakshi, when she is deserted by her husband, works as L I C agent though her parents want to take help from their kith and kin. But she does not want to depend on others.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Sanjay Kumar, M.A., M.Phil. and NET
Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting* 228

She is the woman of the twenty-first century who is well-educated and fully aware of her own potential. She knows very well how to make her own way in the world. This step of Meenakshi projects the clash between traditional ideology and the ideology of the new generation. Smiriti is the second most important female character who falls in the same category as Meenakshi. Her father is a university professor in the USA. But she, by leaving her own family, comes to India and raises her voice against the social evils such as dowry system, female foeticide, etc. Though her father is not happy over her doings, she, by ignoring the wishes of her father, keeps moving forward on this fatal track. At last, she sacrifices her life for this noble cause. This development also projects the changing picture of child-parents and parents-child relationship, which marks the mode of contemporary society and warns that the old social and moral values are losing their ground. The parents want to put their offspring on the trodden path, but the children do not want to follow that trodden path and they know very well how to make their own way. So the parents-child relationship plays an important role in the novels of Anita Nair. These developments project difference between two different ideologies - the ideology of traditional society and of the new generation. Parents want to push their daughters on the traditional path, while the girls don't want to follow the trodden path. These factors constitute the level of social criticism. In this manner, parent's child and child parent's relationship portray clash between two ideologies - the ideology of the old generation and the ideology of a new generation.

Desire for Independence

Meenakshi in *The Better Man* is a well-educated woman who is the wife Balan. When her husband leaves her, she lives with her mother. By rejecting the sympathy of her aunt, cousins and neighbours, she conveys a message that she does not want to be a burden on others. Now she runs a crèche to avoid economic crisis for the family. After some times, she becomes an L I C agent and forces everyone in the village to take a policy. She spares no one in the village. By doing so, she saves her family from economic crisis. In this way, she copes with the bad situation very well. Smriti in *Lessons in Forgetting* also falls in the same category of working women. She does her job voluntarily, but she does not feel any kind of fear from the adverse circumstances. She keeps moving on this fatal path because she believes that without uprooting the social evils from our society, a civilized and better society cannot be constituted. She is a modern lady who knows that women can play a decisive role in the development of the country. So she becomes a social servant and unfolds the

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Sanjay Kumar, M.A., M.Phil. and NET
Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting* 229

wrongdoings of the doctors who run a business of pre-natal tests, which is completely banned in India. Later on, she sacrifices her life for this noble cause.

Akhila and Meenakshi

Thus, Akhila and Meenakshi are the women who fall in this category of working women. Their doings depict that traditional set up of society is losing its ground in the fast changing world and a new world in which women seek equal right, justice and are ready to compete with men in each and every field is emerging. With the help of the above mentioned characters, a complete picture of contemporary changing society can be drawn, that constitutes the substance of social criticism.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Sanjay Kumar, M.A., M.Phil. and NET
Cultural Change in the Novels of Anita Nair with Reference to *The Better Man* and *Lessons in Forgetting*   230

Teaching and Learning of English Proficiency Courses:
A Study at Selected Language Centres in Bangladesh

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Abstract

There are scores of English language teaching centres in Bangladesh. They have mushroomed in Dhaka as well as other cities. They offer English proficiency courses with varied objectives. The popularity and usefulness of these courses are undeniable. But the quality of these courses is uncertain. No intensive research has yet been done to show the exact nature and quality of teaching in those centres. Moreover, the courses involve a number of problems: problem for teacher, problem for learners, problem of teaching methodology and teaching materials, problem of assessment and testing, problem of syllabus and curriculum. The current study has been undertaken to identify and observe the exact nature and quality of teaching in these language centres.

The whole research has been undertaken in a qualitative method. Data was collected on the basis of materials study, class observation, interviews and questionnaires. Emphasis was given to direct interview of the Director of the Centre, teacher, and students to know the situation in the institutes/centres. The current study shows that although the courses involve a number of problems, in some way these language centres/institutes also have positive sides.

Key words: English, language proficiency, evaluation of language centres, Bangladesh situation

Introduction

Language in India www.languageinindia.com **ISSN 1930-2940** **14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   231

English is taught for fourteen years as compulsory subjects in the schools and colleges in Bangladesh. It is now a compulsory course of study for the Bachelor of Arts degree in our universities. At present it is an elective subject at B.A level in some of the universities. In post-graduate education English is one of the most prestigious subjects. Although it has ceased to be the medium of education in our universities, teachers and students have to use English textbooks and journals for study and research in nearly all the disciplines of knowledge. It is a required subject for all competitive examinations for recruitment in government service and non-government organization.

Moreover, socially, English continues to enjoy immense prestige. "English is used extensively in civil and military administration, in courts including the High Court and the Supreme Court, in trade and commerce with foreign countries, in foreign banks and tourism. The ability to use the English language effectively is regarded as a necessary qualification for many jobs. It is the only medium of our communication with foreigners and foreign countries. A person with a good command of the language tends to be respected more than others even by the general public of Bangladesh. Thus, both educationally and socially, English has a very important role to play" (Mannan, A. et. al., 1997).

The following is a list of the groups of the people who are learning English in Bangladesh.

- Primary school students; Secondary school students; Higher Secondary school students; B.A and M.A students; Adult beginners; Business professionals; Doctors and Engineers; Students planning to study at foreign universities; People who want to go abroad; Hotel staff etc.

There are many English language teaching and learning centres in Bangladesh. They have mushroomed in Dhaka as well as other cities. The courses offered by different centres in Dhaka are as follows:

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   232

- English for General Purposes; English for Specific Purposes; Courses in Spoken English
- Preparation courses in IELTS; English for Secondary School Students; English for Higher Secondary School Students; English for B.A; English for M.B.A and B.B.A; Business English; English for Professionals etc.

These centres offer courses with different objectives. The main objectives of those courses are as follows:

- To enable the participants to speak English fluently and correctly;
- To sharpen their listening ability so that they can build themselves into responsible communicators
- To help them master vocabulary that may facilitate undergoing training or higher education abroad;
- To develop their skill of creative writing, e.g. drafting letters, recording resolutions, preparing reports/messages so that they can establish rapport with their clients or organization.

At present the teaching centres attempts to convince the people of the advantages of learning in their particular instructions. They use the media of newspaper, poster and banners offer attractive courses with 100% guarantee of success. Sometimes the course organizer even declares that they will return the course fees if the participants fail to learn English by the end of the course. There are a huge variety of centres in almost every area in Dhaka city. Students choose a particular centre for many different reasons, but their choice often has no sound basis. The young people select the centres according to the popular nomenclature, the nature of the courses offered, time schedule and course fees as well as course materials. The young students rarely consider the teaching personnel behind the courses. The centre should be chosen for its success (which they do with not many options) but the students have no way of knowing or testing that.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   233

Generally, the students are interested in taking English courses in the teaching centres to improve their proficiency in English. In order to give some extra care and attention to English the parents also send their children to these centres. On the other hand, the intellectual and educator of our country are deeply concerned about the English learning and teaching in these centres. Are they really helping the students of our country by giving them a clear understanding of the subject or are these only a sheer ploy to squeeze money out of their pockets? Many questions are raised about these centres by different section of our society.

The popularity of those courses is undeniable. The need for them is also equally inarguable. But the quality of these courses is uncertain. No intensive research has yet been done to show the exact nature and quality of the teaching in those centres. Moreover, the courses involve a number of problems: problem for teachers, problem for learners, problem of teaching methodology and teaching materials, problem of assessment and testing, the problems of syllabus and curriculum. These problems can be solved but not until extensive research has been done. The present study has been undertaken so as to identify and observe the exact nature and quality of teaching in these centres/institutes.

Although studies have been made on different aspects of English teaching and learning at different levels, no comprehensive study has so far been attempted on the real condition of English teaching and learning in these centres. The main objectives of this research have been to find answers to these questions:

1. Do these proficiency courses benefit these adult learners?
2. If so, what are the factors that are responsible for this?

The research is based on the hypothesis that these types of proficiency courses do benefit the learners.

The whole research has been undertaken in a qualitative method. Data was collected on the basis of materials study, class observation, interviews and questionnaires. Emphasis was

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   234

given to direct interview of the Director of the centre, teacher, and students to know the situation in the institutes/centres. Special care was taken to avoid any misunderstanding relating to this research. Interviews and questionnaires were designed carefully to access appropriate data.

The possible target students are the adult beginners, professionals, students planning to study at foreign universities, people who want to go abroad and business executives. These students want to enhance their English as a foreign/second language from these centres for the above reasons.

The following centres have been selected in Dhaka city to monitor the nature and quality of these types of English proficiency courses:

- Bhuiyan Computers; Gateway; Saifur's; Pundits; Democracy watch Education; British American Language Institute; Global; Zenith; Grand English Academy; Need Limited; FM Institute

Methods of Data Collection

This case study was conducted in order to investigate the existing situations in language teaching centres so as to obtain data that would help to get a picture of condition of teaching and learning of English in centres in Dhaka city.

Nunan (1992:75) define a case study as "the investigation of a single instance in the context in which it occurs."

McDonough & McDonough (1997:207) points out with respect to methodology employed in case study:

Cases … are objects to be studied and are not synonymous with any particular techniques. They are for this reason methodologically eclectic, with a number of different

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   235

permutations and possibilities of choice. In addition, they suggest that the typical technique for interpretative research include:

- naturalistic and descriptive observation
- narrative diaries
- unstructured and ethnographic interviews
- verbal reports
- collection of existing information

Of these methods, it was decided to implement three of them for this particular case study, namely face-to-face interviews, classroom observation and collection of existing data. The interview is crucial for this project, since it will allow the researcher to obtain the director's, teacher's, students' opinions on their particular centres, teaching and learning needs as well as their experience as owner, teacher and members of the institutes. In addition, the study needs to be complemented with the actual observations of both the teacher and the students' performance, in order to show, suggest and find out which aspect of teaching they would need to improve.

Interviews

There are many different permutations in the methods. Hence, an interview might be classified into three different types, structures, semi-structured or unstructured. This represents "a spectrum … from formal and controlled one at one end to more open and less predictable at the other" (McDonough & McDonough, 1997:182). It is generally argued, however, that these modes can be used in combination.

For this project, a combination of semi-structured and unstructured interviews was employed, since it is necessary to allow the interviewees to express their views and feelings. In this sense, the advantages of these types of interviews are commonly acknowledged. In fact, this approach can be very effective in encouraging the interviewees to respond freely and does not restrict or constraint their responses. Nunan (1992:150) states that the semi-structured interview,

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   236

mainly, "… gives the interviewee a degree of power and control over the course of the interview" and "the interviewer a great deal of flexibility".

The interview for this included closed and open questions (see Appendices: Table A, B & C), which leave room for follow-up questions. The questions were mainly about the centres, teachers and students regarding their qualifications, experience and expectations. It was designed in order to obtain richer data and personalized responses. Certainly, even though all the interviews conducted had the same questions and topics, an effort was made to provide an informal and relaxed atmosphere and to personalize each interview.

Classroom Observation

It was needed to observe teachers in action using their knowledge in the real sitting of the classroom. Classroom observation gives the opportunity to see teachers putting theory into practice; it shows what teachers do rather than what they know.

Different authors divide the observations into a number of categories or approaches. For example, McDonough & McDonough write about systematic and naturalistic observation; Wallace distinguishes system-based/ethnographic and ad hoc procedures. There is also a marked contrast between structured or un-structured or open observation.

There is a distinction between qualitative approaches and quantitative approaches to observation, which determine the techniques and instruments to be used. The purpose of a qualitative approach is to obtain data about all that happens in the classroom. On the other hand, the aim of the quantitative approach is to examine particular aspects or behaviours in the class, namely teacher behaviour, student behaviour or the interaction between the teacher and students or among students. For quantitative approaches, common instruments employed are checklists or forms to be completed.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   237

In this case study, a quantitative approach was used to observing classroom, since the purpose was to examine teacher and students behaviour. The instrument used was:

- A *checklist* of different aspects involved in teaching a lesson, including teaching skills and personal skills. (See Appendices: Table D & E).
- A *form* to be completed, by both the teacher and students mainly describing different aspects of teaching, learning concerning the respective centre. (See Appendices: Table A, B & C).

Administration of the Methods

The first step of the process was to ask the directors for permission to conduct the research in the institution, informing them of the purposes and stages of the research. Then the same information was given to a teacher and a group of students.

Secondly, the **interviews** were conducted. The language employed was English, although in many cases it was natural to switch to the mother tongue, Bengali. This might have happened because people may feel more comfortable expressing their inner thoughts and feelings in their mother tongue and also (especially with the directors) due to a lack of fluency in English. Each interview took approximately 10-15 minutes. They were held before and after classes, in different rooms. The subjects interviewed were the nine teachers and ten directors.

With respect to recording what is being said, the main options are *note-taking* and *questionnaire filling* with some advantages and disadvantages. Note-taking is problematic as it requires that everything is written down quickly. As a solution, it was decided to take notes, using abbreviations and key words. Filling in of questionnaires by directors and teachers at times also helped a lot to collect necessary and relevant data in this regard.

Thirdly, the **classroom observations** were carried out, visiting one class of some of the teachers at certain teaching centres. The whole process involved three stages:

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh 238

- The planning conference**:** This took place immediately after the interview with the teacher. The class to be observed was agreed on, and the visit was scheduled. Besides, I showed and explained to the teachers the instruments that were going to be used.

- The observation: This was conducted on the scheduled date and with the instruments presented.

- The feedback conference**:** This involved an analysis of the data obtained during the observation, agreeing on what had happened in the classroom with respect to the areas of concern. As the feedback session is the ideal place for a teacher to express him/her about teaching and to put his/her thoughts together.

Methods of Data Analysis

The choice of a particular method for analyzing the data collected will depend on the type of methods employed. For the interviews, it was mentioned that a combination of semi-structured and unstructured interviews was used. As Nunan acknowledges, pen questions result in richer data but are much difficult to quantify. He suggests, however, to conduct "key word analysis". This consists in grouping the responses according to categories that can be noted through all the interviews. According to McDonough & McDonough (1997:186),

> The more open ended, exploratory and ethnographic interviews referred to above may be analysed qualitatively by searching for themes, by looking for patterns, by looking for interpretations which are consistent with all the information revealed in the interview.

For the classroom observation data, on the other hand, it should be noted that the data was recorded in a checklist of categories or issues and in a questionnaire form designed for this purpose. In this case, the analysis consists of counting the frequency of occurrence of the categories, that is to say in which class or centre each issue was present.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   239

Findings of the Study

Interviews and Classroom Observation Findings

A number of eleven (11) English teaching centres located around Dhaka city have been visited for collection of data and information for this research. Among them are: Bhuiyan Computers (BC), British American Language Institute (BALI), Democracy watch Education (DW), Pundits (P), Grand English Academy (GEA), FM Institute (FMI), Need Limited (NL), Global (G), Zenith (Z), Gateway (GW), Saifur's (S). Henceforth, the above abbreviations will be used to refer to these language centres for convenience.

One of the stumbling block to conduct this study was inaccessibility of data. This proved to be the case quite more than that. It was very difficult to interview to collect information, observe any class of some so-called successful centres in the sake of secrecy and anti-management decision. Only after much cajoling and convincing, did Centres like G, GW, Z, GEA, S gave some chance to get some opportunity to observe classes and talk to the teachers. They were also very secretive about accessibility to data for some unexplained reasons.

The main objectives of the study were to find out the situations of English proficiency courses in language centres in Dhaka city. The research objectives were to find out different problems and issues surrounding them as well as to get a picture of how these courses were beneficial to the learners and what made them so. This current study was conducted on the following specific areas:

- Curriculum and syllabus; Methodology; Teaching aids and course materials; Teachers' and students' attitudes; Motivation; Students' comprehensibility; Rapport between teachers and students; Testing system; Teachers' qualifications & training; Physical facilities

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh 240

Curriculum and Syllabus

Most of the centres generally do not follow any curriculum and syllabus. It is a common phenomenon with centres like FMI, G, GW, GEA, S, and NL. But centres like BC, BALI, DW, and P do have a specific curriculum and syllabus of their own for a step-by-step development of students' progress in their English proficiency level. Whereas teachers and directors of the first category do not think syllabus is necessary for this type of courses, centres like BC, BALI, DW, and P find the necessity of it for the spoken and written courses. They have their own programmes and their own teaching methods, testing system and examination methods. It is necessary to find out the basic difference between the success of the centres with or without syllabi. Moreover, some of the centres provide different levels of courses, such as elementary, beginners, intermediate and advanced level of courses.

Furthermore, there is a great scope to analyze the effectiveness of these different levels of courses. But there is no denying the fact that students at centres like BC, BALI, and DW want to enroll into a further advance course in English immediately after completing the beginner's course. Quite interestingly, centres like FMI, GEA, G, GW, and S offer only courses that they term somewhat like Foundation or the Basic English course. Especially, FMI and GEA is almost monomaniacal about it as they claim to have invented their own unique style of teaching and learning English for the weaker students in Bangladesh.

Methodology

One of the subtle yet effective ploys to attract students to these language centres is the highlighting of their teaching methodologies adopted for the course. The most interesting thing is that some of the centres advertise courses being taught by different methods, such as FM method, American easy method, Scientific HM method, scientific method, easy method, world's most popular course, communicative method, participate teaching method etc. It has been found that those methods are nothing but a self-styled version of the Audio-lingual, grammar-translation, and the drilling methods. In most cases, the class is taught as whole and pair and

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   241

group work are unknown to many of the teachers since they don't have any ELT degree in this field. Unfortunately, the more useful and challenging methods such as Communicative Language Teaching, Total Physical Response, The Silent way, Community Language Teaching, The Natural Approach, Suggestopedia, The Oral Approach and Situational Language Teaching are unknown and unfamiliar in teaching and learning English to them. But teachers of BC, BALI, and DW do follow some aspect of communicative teaching method and encourage pair and group work in the classroom.

Teaching Aids and Course Materials

Course books, cassette player, TV, VCR, and back-white board, chalk and markers are the main teaching aids of the language classes. Unfortunately, most of the teachers do not feel at ease with using electronic and audio-visual equipments in the classroom. Occasionally, students have been given course materials. However, those materials can not fulfill the needs of the students because the materials have not been chosen on the basis f the students' needs. Many writers claim that authentic materials motivate learners because they are intrinsically more interesting or stimulating than artificial or non-authentic materials. In that case, most of the teachers are pitifully lacking in this area.

Centres such as FMI, Z, G, GW, GEA, S, and NL use their own developed course materials and don't have let alone sufficient not even the minimum practice books, audio-visual practice materials available for the students. Teachers propagating methods such as FM method, Grand English Academy, Saifur's use their own developed and marketed books as the exclusive source for the learners as course materials. They do not use any audio-visual materials in the classrooms. Whereas at centres like BC, BALI, and DW, teachers use latest and most popular course books available in the market and extensively use audio-visual materials in the classroom. Those three centres have a good collection of books, newspapers and magazines, audio-visual practice materials available to the students. They also constantly update and revise the course content and materials through latest resources available from the markets, and internet etc.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh 242

Teacher's and Students' Attitudes

There is a growing discomfort among teachers and students with courses. Teachers of many of these centres seemed to have a lack of interest and seemed unconvinced about what they are doing and students also have a similar attitude. The language teachers blame the students for not practicing the lesson at home. In the teachers' opinion the students do not take courses seriously and the students thought that the course would be easy but when they found it was not so easy, they often left the course. Therefore, number of drop-outs is quite a few in most of the aforementioned language centres. From the class observation it has been found that few teachers' is not so flexible to teach language. In addition the teacher is not all the time very sympathetic with the weaker students.

From face to face interview with the teacher, it is exposed that the teacher does not think the importance of making lesson plan. But in real classroom situation it has been found that the teacher frequently wastes their time to select the materials.

According to the student, English is tough subject. Some of the students feel that they are improving a lot and others think that they have been trying hard but much improvement they could not felt. The students think that in schools, colleges, and universities, they had no opportunities to speak in English, so by taking the course they are trying to get an environment in which to speak English.

Motivation

The people involved in language teaching often say that students who really want to learn will succeed whatever the circumstances in which they study. The teachers who are lively and friendly can easily motivate the students. It is found from this study that the majority of the students of these language centres are self-motivated. The real driving force behind learning the English proficiency courses is that this will ensure learn English, feel dignified, influence friends and relatives, colleagues and others, get a good job, shine in life, broaden horizon, know the world and win the world intellectually.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   243

What de-motivates them at times is the manner and attitudes of the course teacher who lacks flexibility, course content, methodology, lack of practice and peer pressure etc. This often is the case with (as has been assessed through class observation) centres like FMI, Z, G, GW, GEA, S, and NL. Teachers of some of these centres most probably are not so aware of the fact that motivation can play such an important part in learner's acquisition of a foreign/second language. Teachers from BC, BALI, and DW seemed to have become aware of this factor and they seemed quite friendly, flexible, sympathetic and accommodating in the classroom. It should be mentioned here that average female students are strong in motivation than male students in these centres.

Students' Comprehensibility

"Students have been learning English for 14 years but they are unable to use it for real purposes. The language learners in our country are just like a learner driver. For example, a learner driver who has knowledge of the different controls of the car and can drive on safe road sunder the supervision of the instructor. But is it enough? Can he drive, alone, on a busy road in the city before getting used to the actual driving condition? The answer can easily is, No! The same thing happens to a language learner." (Hoque, 1997:220).

The students are weak in average learning English as a foreign language. From the class observation and questionnaire it has been discovered that the students do not practice their lessons at home as well as they can not follow the class effectively. According to one of the participants, "I understand but cannot express my feelings". In asking teachers reply that most of the students are not able to give the correct answer. It suggests that the students do not feel confident enough.

Rapport between Teachers and Students

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh 244

The positive side of the English language teaching and learning in these centres is that most of the teachers are in a rapport with the students. Both teachers and students behave with each other friendly. The students are not frightened t ask their teachers any questions, as they might be afraid of their college or university teachers.

Testing System

Not all of the above eleven centres have a proper placement or diagnostic tests while collecting or selecting students for the English proficiency courses. One main reason might be the increasing number of centres of similar kind mushrooming in the city nowadays. Even though majority of the directors and teachers of the centres claimed to have a proper placement tests for students selection, the particular picture is exactly the opposite as myself have noticed and have experienced it with one of the most prominent language centres in Dhaka. It has also been found that in some cases the achievement tests are also not given. As one of the course teacher thinks, "The participants have exam phobia so if I will give them exam, they will drop out from this centre." Another teacher also opined that he only takes oral and written exam at the very end of the course so that these professionals do not feel overburdened with the course. He even skips any home work for students of the same batch (Business Executives) for that matter.

Apart from this, it has been found in the study that most of the centres do have a systematic and constant testing and evaluating systems for the students throughout the course. The most common pattern is a three tests system: one after the end of one-third of the classes, a mid-term and the final certificate awarding test. Some of these centres, such as, BALI, BC, DW, S, P have a through and meticulous students evaluation and testing systems.

Teachers' Qualifications and Training

Most of the centre claims highly qualified teaching staff, for example, in the words of one prospectus, "Conducted entirely by university teachers and English Language specialist". Are they really providing university teachers to teach English? From the interview with teachers, a

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh 245

very bleak and harrowing picture emerges as far as qualified teachers in teaching English language are concerned. Out of the eleven centres studied, a great majority of their teachers are not properly qualified and have not got any ELT degree or training. Centres such as FMI, Z, G, GW, GEA, S, and NL have teachers coming from totally different disciplines and have no training and many are still students. Centre like FM Institute recruit teachers only from the students who have completed a three semester (as they have a three semester basic English proficiency course) programme from any of their institutes. Another centre called Grand English Academy (they have three branches in Dhaka) boasts to have got only one teacher (also the founder of the academy, a former student of Dhaka University with degrees in English) for the last 19 years! On the other hand, centres like BALI, BC, and DW have got some experienced teachers with ELT qualifications and training working in public and private universities. But the ratio of full-time teachers to part-time teachers working at these centres is very low indeed!

Physical Facilities

Physical facilities are inadequate in many of these centres. A good number of centres are situated beside the main road or beside the very busy shopping centres but the classrooms are not soundproof so the heavy traffic is a nuisance to the class lesson. The classrooms sometimes are not well ventilated and lights are insufficient. Even though many of these centres have got air conditioned rooms and some breathing space for the students, but few have got adequate opportunity or facility for students to nurture the language in a language centre of this kind (facilities such as library, reading room, practice and resource centre etc.). From the study, it is also revealed that some of these centres, such as BALI, BC, and DW have got some laudable facilities of the above kind to create an environment among its students.

Discussion of the Findings

In spite of the limitations, some of the disadvantages of quantifying accumulated data of this kind of research, some very interesting facts and picture have come out of this study. A category slowly yet firmly emerges out of these eleven centres studied: a few centres with real

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   246

motive, goal and vision behind them and also have a plan to expand in the future as an English language teaching and learning centre (for example, centres like BALI, BC, P, and DW), there are some whose prime objectives is to earn money out of such courses as they have no specific goal and vision behind them (centres such as FMI, Z, G, GW, GEA, S, and NL) etc.

What makes the students come to such centres for learning English is that they don't have too many options left for them. These centres also give them the opportunity to go for a course at their own pace and convenient time. There are also quite a good number of students who enroll into this type of courses solely to get an environment to practice some form or level of English which is totally absent in their home or working place. It is not that these same students are learning too many things and are successful in gaining their goals and achieving their target after completing a two or three months English proficiency course at these centres. But there is no denying the fact that these centres (irrespective of their rate of success or failure) instilling some enthusiasm, interest, motivation and eagerness into these learners with their idiosyncratic methodology, self-developed course materials, untrained teachers, inadequate facilities for practice etc.

A quick look at some of the centres will also give an idea about their idiosyncrasies, strengths and weaknesses worth studying. *

Name	Enrollment	Facilities	Teachers	Materials	Courses	Specialty
British American Language Institute. Founded in 1997; No. of branches: 2	Newspaper advertisement, reference through ex-students, good will, leaflet etc. Learners from different walks of life; 15-20 students in each batch;	Library with 1000 books, 100+ audio-visual items, language lab and practice facilities, English speaking club, AC classrooms	Experienced Teachers from public and private universities, Native Speakers, in total 18 teachers involved as part and full-time basis; teachers	Translated version of BBC English course books; Special course materials by Bali; Audio-video, CD, printed & duplicated materials.	3-6-9 months courses; 36 class (90 min. each); 1 yr diploma in English from next June 2005; classes in the morning, afternoon,	Every Friday: day long workshop in presentation, debate, discussion, public speech, ELT jokes, grammar jokes etc; 1 to 1 audio labs (30), 1 to1

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh					247

	Age: 18-50+		evaluated constantly		evening sessions	video (6)
Bhuiyan Computers Founded in 1992; No. of branches: 11 (Dhaka- 5; others- 6)	Newspaper advertisement, reference through ex-students, good will, leaflet, banner etc.; Learners from different walks of life; 12-15 students in each batch; Age: 15-70	Library facilities, audio-visual items, English speaking club, free magazine, course handbooks	Teachers of English and from other disciplines, not many with ELT qualification; in total 40 teachers involved as part and full-time basis; teachers evaluated constantly	New Headway, Breakthrough, Changes, Spectrum used as course materials; Audio-video, CD, printed & duplicated materials.	2-4-6 months General & Spoken English courses; 12 class each month (120 min. each); classes in the morning, afternoon, evening sessions; Kids & Professional English	Easy and convenient enrollment for students (12 batches run at the same time); Installment and Membership facilities, Free workshop and seminars
Democracy watch Education Founded in 1994; No. of branches: 2 (Dhaka- 1; others- 1)	Newspaper advertisement, reference through ex-students, good will, leaflet, banner etc.; Learners from different walks of life; 12-15 students in each batch; Age: 15-60	Library with excellent reading room facilities, magazines, audio-visual items, CD, Conversation club, course handbooks	Teachers especially with English and ELT qualification; in total 8 teachers involved as part and full-time basis; teachers evaluated constantly	New Headway, Changes, Look Ahead, Cambridge, BBC English, Spectrum used as course materials; Audio-video, CD, printed & duplicated materials.	2 months General courses; 12 class each month (120 min. each); classes in the morning, afternoon, evening sessions; Kids, Business & Professional English	EnglishConversation Club, ; 1 to 1 audio labs (6); excellent library facilities with ample scope for practice; regular movie, seminar and workshop, internship facilities available
Pundits Founded in	Newspaper advertisement,	Books, audio-visual	Young teachers with English and	New Headway,	2 months Basic English	Individual attention;

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh 248

1995; No. of branches: 3	reference through ex-students, good will, leaflet, posters etc.; 12-15 students in each batch; Age: 22-45	items, CD, Conversation practice, course handbooks	other disciplines; No ELT qualification; in total 6 teachers involved as part and full-time basis; teachers evaluated	used as course materials; Audio-video, CD, printed & duplicated materials in grammar and vocabulary	course; 54 hours duration; classes on weekdays and Fridays	special emphasis on spoken and written English
FM Institute Founded in 1986; No. of branches: 18 (Dhaka- 9; others- 9)	Newspaper advertisement, reference through ex-students, seminars, poster, leaflet, banner, private TV channels etc.; Learners from different walks of life; 15-20 students in each batch; Age: 15-50+	No library and practice facilities available, Conversation practice, course handbooks following FM method	Young teachers who have completed a 3 moths course from the institute, No ELT qualification; 10 teachers involved as part and full-time basis at the main branch; teachers not evaluated	Exclusively FM method handbooks; the self-proclaimed FM method as the only and exclusively researched scientific and easier method in learning English without grammar	3 months Basic English course; 36 classes; classes in the morning, afternoon, evening sessions	Individual attention; special emphasis on spoken and written English
Grand English Academy Founded in 1986; No. of branches: 3	Newspaper advertisement, reference through ex-students, poster, leaflet, banner etc.; Learners from	Some library and practice facilities available, Conversation practice, course handbooks	Only one teacher (the founder of the academy, a graduate in English from DU); takes classes in all	Exclusively handbooks prepared by the teacher	3 months Basic English course; 36 classes; classes in the morning, afternoon, evening	Individual attention; special emphasis on spoken and written English; books written by the teacher available both in

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   249

	different walks of life; 15-20 students in each batch; Age: 18-60		three branches in Dhaka to ensure quality and standard		sessions	the country and abroad
Gateway Founded in 1990; No. of branches: 7	Newspaper advertisement, reference through ex-students, poster, leaflet, banner etc.; 15-20 students in each batch; Age: 20-45	Some library and practice facilities available, audio-visual items, CD, course handbooks	Teachers with fluency in English from any disciplines; 10 teachers involved as part and full-time basis	Handbooks prepared by the teacher, lecture sheets on grammar, vocabulary, social English etc.	4 months Spoken English course; 50 hours, classes in the morning, afternoon, evening sessions	Individual attention; special emphasis on spoken English and fluency practice
Global Founded in 1998; No. of branches: 4	Newspaper advertisement, reference through ex-students, poster, leaflet, banner, etc.; Learners from different walks of life; 10-12 students in each batch; Age: 15-45+	No library and practice facilities available, Audio-visual, CD materials available for practice	Young teachers from different disciplines, No ELT qualification; 12 teachers involved as part and full-time basis at the main branch; teachers not evaluated	Handbooks prepared by the teacher, lecture sheets on grammar, vocabulary, spoken English etc.	2-3 months Spoken English course; 39classes, 50/57 hours class; classes in the morning, evening sessions	Individual attention; special emphasis on spoken and written English; free course materials; debating

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh 250

Zenith Founded in 1993; No. of branches: 3	Newspaper advertisement, reference through ex-students, poster, leaflet, banner etc.; Learners from different walks of life; 15-20 students in each batch; Age: 15-40+	Some library and practice facilities available, Conversation practice, course handbooks	Young teachers from different disciplines, No ELT qualification; 10 teachers involved as part and full-time basis at the main branch; teachers not evaluated	Exclusively handbooks prepared by the teacher	3- 1 and half months Spoken English course; 36 classes; classes in the morning, afternoon, evening sessions	Individual attention; special emphasis on spoken and written English; free course materials; debating
Saifur's Founded in 1995; No. of branches: 10 (Dhaka- 5, others- 5)	Newspaper advertisement, ex-students, poster, leaflet, banner etc.; 15-20 students in each batch; Age: 15-40+	Some library and practice facilities available, Conversation practice, course handbooks	Teachers from other t disciplines, No ELT qualification; 25 teachers work as part and full-time basis, teachers not evaluated	Handbooks prepared by the teacher, lecture sheets on grammar, vocabulary, spoken English etc.	2 and half months Spoken English course; 30 classes; classes in the morning, afternoon, evening sessions	Individual attention; special emphasis on spoken and written English; debating and intense fluency practice

* All the data and information were gathered in 2012.

Conclusion

This present study has examined the English teaching and learning situation at the language centres in Dhaka city. Although the courses involve a number of problems, in some way these language centres/institutes also have positive sides. They provide a service for students who cannot go to the schools, colleges and universities for learning English according to their needs and demands. Therefore, the only avenue open to them is the private academy or language learning

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh 251

centres. Moreover, there are some definite points for students going to these private sectors because the students have been provided comparatively modern materials than the government institutions. Another positive element of these centres is to provide job opportunity to the unemployed. In this connection, English Language department can provide related courses and training to the students so in future those students can be appointed as ELT teachers of these centers. On the other hand, the ELT programmes may develop or continue with better changes. Furthermore, to fill up the gap advice, inspection and training can be provided through government or semi government organization in order to run these centres in an established way with proper curriculum and syllabus. Although studies have been made on different aspects of English teaching and learning at different levels, no comprehensive study has so far been attempted on the real condition of English teaching and learning in these centres. So, in the light of these findings, it is recommended that intensive research work must be done to improve and evaluate the ELT situations in these centres in Bangladesh.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh 252

Appendices

Table – A

INTERVIEW QUESTIONS for the DIRECTOR

Institute: **Director:**   **Date:**

When did you start this Institute/Centre?

How do you enroll students?

Is there any placement test for student's selection?

What types of learners enroll into the course?

Do you have any library and practice facilities for the students?

How many branches do you have?

Do you have any plan to expand in the future?

If you have any comment on teaching of English in Bangladesh please write briefly.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in
Bangladesh   253

Table - B

INTERVIEW QUESTIONS for the TEACHER

Institute: **Teacher:**   **Date:**

How long have you been teaching here?

What is your qualification?

Do you have any training or degree in ELT?

Do you think that the proficiency course is helpful for the students and how?

What are the books and materials do you use for this course?

Do you prepare any lesson plan for the class?

How do you evaluate your students?

How do you motivate and help the weaker students?

If you have any comments on teaching and learning of English, please write briefly here.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in
Bangladesh   254

Table - C

QUESTIONNAIRE: STUDENTS

Dear Students,

You are being asked to complete this questionnaire as a part of a research to investigate the teaching and learning of English in the Institutes/Centres. Remember that this questionnaire will not be seen by any of your teachers. So answer all the questions as freely and as openly as possible.

If you have any problems while you are answering the questions, please raise your hand.

Thank you very much indeed for your cooperation.

Institute/Centre ------------------   Age ---------   Male/Female ---------   Batch # -----------

Why did you enroll into this course?

Do you think this course will benefit you and how?

Are the course materials interesting and helpful?

Is the teacher helpful and supportive?

Do you like the teaching environment here?

Do you have scope for enough practice?

If you have any comment on this English course, please write briefly.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   255

Table - D

CHECKLIST: CLASS OBSERVATION*

Institute: **Observed:**   **Date:**

TEACHER'S ACTIVITY	COMMENTS
TEACHER'S SKILLS	
1. The teacher is well-prepared for the class.	
2. The teacher introduces the aim of the lesson/stage clearly/makes links to the last lesson	
3. The teacher uses the white board well.	
4. The teacher displays good 'class management' skills (e.g. voice, movement).	
5. The teacher's instructions are clear.	
6. The teacher sets up tasks efficiently.	
7. The teacher monitors well and gives help where necessary.	
8. The teacher displays a good command of the material.	
9. The lesson involves all of the four skills.	
10. The lesson allows plenty of opportunity for participation and interaction.	
11. The teacher elicits feedback well (e.g. summarizing on white board, listening carefully to responses, dealing with answers etc.).	
12. The teacher is concise and keeps to agreed times.	
13. The teacher concludes stages neatly.	
PERSONAL QUALITIES	
14. The teacher displays good interpersonal skills.	

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   256

15. The teacher displays enthusiasm for the subject.	
16. The teacher is able to motivate the students.	
OVERALL	
THINKING POINTS	

Adapted from BRAC TOT English Trainer's Guide Dec/2004

Table - E

CHECKLIST: OVERALL CLASS-OBSERVATION*

PLACE:	DATE:		TIME:
LEVEL:		NUMBER OF LEARNERS:	
WERE THE LEARNERS:			
paying attention?	always	usually	sometimes	never
participating?	always	usually	sometimes	never
showing enthusiasm?	always	usually	sometimes	never

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in
Bangladesh   257

confused?	never	seldom	sometimes	often
practising English?	continually	a lot	occasionally	very little
communicating in English?	continually	a lot	occasionally	very little

WAS THE LESSON:				
well planned and structured?	very	moderately	not very	not at all
varied in activities?	very	moderately	not very	not at all
varied in interactions?	very	moderately	not very	not at all
balanced in accuracy/fluency?	very	moderately	not very	not at all
appropriate for the group?	very	moderately	not very	not at all
enjoyable to watch?	very	moderately	not very	not at all

WAS THE TEACHER:					
organized and confident?	totally	very	moderately	not very	never
communicating in English?	always	usually	sometimes	seldom	never
showing enthusiasm?	always	usually	sometimes	seldom	never
dominating the class?	never	occasionally	frequently	continually	never
clear and effective?	always	usually	sometimes	seldom	never
encouraging the students?	always	usually	sometimes	seldom	never

OTHER OBSERVATIONS AND COMMENTS:

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   258

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Shameem Ahmed, M.A.
Teaching and Learning of English Proficiency Courses: A Study at Selected Language Centres in Bangladesh   259

An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture

A Critical Analysis of C. S. Lewis's Position

Tom Shetler

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Abstract

One of the important, if not central, controversies in the conflict between Fundamentalism and Theological Liberalism in the first half of the twentieth century was the argument over the nature of Sacred Scripture. Is the Bible the revealed word of God as the Fundamentalists and Evangelicals proclaim? Or does it only reflect the religious feelings and experiences, first of the Jews, and then of the Christians of the first and second centuries A.C.E. as the Liberals claimed? Are they warranted in making these revisions or are they based on something other than the historical evidence? This paper tries to answer these questions making a critical analysis of C. S. Lewis's position as presented in his widely read *Mere Christianity*.

Key words: Fundamentalism, theological liberalism, revealed Word, C.S. Lewis, *Mere Christianity*

C. S. Lewis (1898-1963)
Courtesy: http://en.wikipedia.org/wiki/File:C.s.lewis3.JPG

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis's Position   260

Is the Bible Revealed of God?

One of the important, if not central, controversies in the conflict between Fundamentalism and Theological Liberalism in the first half of the twentieth century was the argument over the nature of Sacred Scripture. Is the Bible the revealed word of God as the Fundamentalists and Evangelicals proclaim? Or does it only reflect the religious feelings and experiences, first of the Jews, and then of the Christians of the first and second centuries A.C.E. as the Liberals claimed? In making this claim, Liberals were often revising the traditional understanding of the historical record whether of ancient Israel or the early centuries of the Christian church. This historical record was composed of both the rabbinical tradition of historic Judaism and the writings of the historians of the church including the vast amount of literature from the church fathers. In many cases, the modern critics of the traditional account present radical departures from the widely held conclusions of several generations of church historians. For example, The Jesus Seminar included the *Gospel of Thomas* as a legitimate Gospel and even titled the record of their attempt at historical reconstruction, *The Five Gospels* (James K. Beilby & Paul Rhodes Eddy, *The Historical Jesus: Five Views*, (Downers Grove: IVP Academic, 2009), 46).

This choice reflects the attempt of many scholars of the last several decades to develop a historical narrative that describes a competition between various groups in the first and second centuries for dominance of the emerging Christian tradition. Included in these groups were the gnostics (from which the Gospel of Thomas arose), the Ebionites who wanted to retain the legalism of the Old Testament, and the group built around the teachings of the Apostle Paul which will eventually become orthodox Christianity.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   261

One must ask, as we will in this paper, are they warranted in making these revisions or are they based on something other than the historical evidence?

C. S. Lewis's Intervention

In attempting to find an answer to these crucial questions, we will look to a somewhat surprising source, C.S. Lewis. Lewis was a classical scholar who came to Christ in adulthood, and that after a period in which he claimed to be an atheist. As a Christian writer, he stands as one of the most influential Evangelicals of the twentieth century. Lewis wrote prolifically and broadly, his works range from the children's classics, *Chronicles of Narnia*, to possibly the most widely read apologetic book of all time, *Mere Christianity*.

The Background of C. S. Lewis

One of the questions that we must answer at the beginning of this discussion is if Lewis was actually an evangelical, and therefore if he has the credence to speak to the question we are posing. In a close examination of his theology, Bo Smietana, writing in *Christianity Today* says that he was not an evangelical in his view of inerrancy and other issues of importance to American evangelicals (Bob Smietana. "C.S. Lewis Superstar." *Christianity Today*. 11/23/2005).

Yet, in spite of that, no one has been more influential in the area of apologetics among evangelicals than Lewis. His quotes are included in any listing of the great quotations of modern Christian writers. His books have brought many to Christ and helped deepen their walk with the Lord. As an example, the essay that forms the structure of this paper was included as an appendix to Josh McDowell's *Evidence that Demands a Verdict.* Thus while Lewis may not have been an Evangelical in the strict terms that many would use to define the term (and he himself

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History
and Scripture - A Critical Analysis of C. S. Lewis' Position   262

proclaimed that he was not a Fundamentalist), his writings influenced and expanded Evangelicalism in America. Further, few men have been as embraced, quoted, read, and eulogized by American evangelicals than C.S. Lewis. He is, without question, one of Evangelicalism's heroes.

Analysis of *Fern Seed and Elephants And Other Essays on Christianity*

The focus of this paper will be on a little known essay within a collection of essays entitled, *Fern Seed and Elephants; And Other Essays on Christianity*. C.S. Lewis (Walter Hooper, Ed. *Fern Seed and Elephants and Other Essays on Christianity*. Glasgow: William Collins Sons & Co., 1973.)

The collection was put together and published by his estate in 1975. (Lewis died in 1963.) The essay that will guide this study is the last essay in the book, and its title became the title of the book, "Fern Seed and Elephants" (Ibid, 104.) The essay is, in turn, the transcript of a lecture that Lewis gave to a class of seminary students at the Westcott House which is a theological college at Cambridge University on May 11, 1959 (Ibid, 9).

In this "talk" to the future clergy of the Church of England, Lewis confronts the Liberal approach to Scripture as an "educated layman." (Ibid, 105-106).

In other words, as a classical scholar, he knows something about literature and history, and from that perspective poses some probing questions for the advocates of Higher Criticism. We will discover as we move forward that Lewis, as a Christian, is presenting a devastating critique of the presumptions of Liberal Theology.

Why Use Lewis' Writing?

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position 263

Why should we build an argument concerning the authority of the Bible from the writings of a British classical scholar with little or no theological training? First, we will let his arguments speak for themselves. As one of the most effective communicators of the gospel in the twentieth century, Lewis has a way of saying things that make his statements deeply compelling and memorable. This essay stands as one of the chief examples of his capacity to clarify and explain the important questions of our time. It is this capacity to think and write that make him such an influential figure in American Evangelicalism.

Second, as a classical scholar he has a deep and detailed knowledge of literature from an ancient historical context. It is this aspect of his "education" that will enable him to be such a devastating critic of the Liberal approach to biblical criticism. As he will point out, if you claim to be able to de-mythologize the Bible, you must demonstrate that you know what is and isn't a myth.

The first issue in his talk that Lewis raises with this class of seminarians is actually the fundamental question facing Liberal theology and its use in the practical ministry of the church. These men cannot be honest with their parishioners. They cannot tell them they don't believe in miracles or the historicity of the gospels or the deity of Christ, because, if they do "It will make him (the layman) a Roman Catholic or an atheist," Lewis tells them (Ibid, 105). And of course, this has been the actual consequence of the dominance of Liberal Theology on the major Protestant denominations. In the pursuit of "relevance" and conformity to the modern scientific worldview these churches have become irrelevant to several generations in the U.S. and Europe, and as result are rapidly declining in membership. One is reminded of what led Karl Barth to develop neo-Orthodoxy. As a pastor in Germany at the end of World War I, he found his Liberal

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   264

theology provided no answers to the terrible suffering of his people. He therefore returned to the preaching of the great truths of the Reformation <u>as if they were true</u> (Earl E. Cairns. *Christianity Through the Centuries*, Grand Rapids: Zondervan Pub. Co., 1981, p. 445). This is the sad reality of much of Liberal thought, they have abandoned biblical Christianity, yet, because of their position in the church they must pretend that they have not.

After this initial appeal on behalf of the uneducated layman, Lewis begins his specific educated criticisms of the Liberal approach to Scripture. "First, then, whatever these men may be as Biblical critics, I distrust them as critics. They seem to me to lack literary judgment, to be imperceptive about the very quality of the texts they are reading" (Lewis, 106).

Importance of Classical Scholars

It is an interesting fact that three influential Evangelical thinkers and writers are also classical scholars, they are E.M. Blaiklock, C.S. Lewis, and J.B. Phillips. On a per capita basis, it would be remarkable to find a non-theological field better represented in the field of apologetics and evangelism. Blaiklock was the C.S. Lewis of New Zealand, writing an extraordinary number of books, many of which focused on apologetics. Phillips was the translator of a widely used modern English paraphrase of the New Testament, who also wrote an important defense of the faith, *Your God is Too Small*. And, of course, Lewis, who writes, "I have been reading poems, romances, vision-literature, legends, myths all my life. I know what they are like. I know that not one of them is like this" (Ibid, 109). He is referring, of course to the New Testament. His understanding of the Classics contributed to his belief in the validity of the gospel accounts. He recognized the difference between history and fantasy because it was his life work to evaluate ancient literature.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   265

What makes the Classical scholars so important is their capacity to know the difference between a myth or a legend and historical narrative. As Lewis writes concerning the claims of the Bible critics, "If he tells me that something in a Gospel is legend or romance, I want to know how many legends and romances he has read, how well his palate is trained in detecting them by their flavor" (Ibid, 107). Lewis recognizes the uniquely historical nature of the Gospels and his background in the Classics enabled that recognition.

For example, Holland L. Hendrix in the PBS Special, *From Jesus to Christ, Part II*, tells us, "Acts is really a Christian-an early Christian romance, with all the ingredients of romance down to shipwrecks and exotic animals and exotic vegetation, cannibalistic natives, all kinds of embellishments that one finds in romance literature of the time." (PBS, Frontline, From Jesus to Christ, aired April 7, 1998). One wonders if he has actually read Acts. I don't think anyone would confuse Luke's narrative of the first decades of the Christian church with *Mutiny on the Bounty*. The fact that Paul suffered shipwreck does not make Acts a fictional romance.

The Book of Acts

Regarding the Book of Acts, at the turn of the twentieth century, a young archeologist traveled to ancient Asia Minor to begin research. He was skeptical of the New Testament, believing it to have been composed by Gentile writers well into the second century. He saw his work as attempting to get behind the stories in Acts and find the real story of the account. To his astonishment, he found Acts to be geographically and historically precise. After his study, the now famous archeologist, William Ramsay wrote, "Luke is a historian of the first rank…This author should be placed along with the very greatest historians" (Josh McDowell. *Evidence that Demands a Verdict*. San Bernadino: Campus Crusade for Christ, 1972, p.73). When examined by

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   266

men who specialize in history, *Acts* is seen for what it is, a historical narrative. Only a theologian could mistake it for a romance.

Contention of C. S. Lewis

The central contention of Lewis' essay is found in this statement, "These men ask me to believe they can read between the lines of the old text; the evidence is their obvious inability to read (in any sense worth discussing) the lines themselves. They claim to see fern-seed and can't see an elephant ten yards away in broad daylight" (Lewis, 111).

This claim by Liberal theologians to be able to read between the lines of Scripture occurs in several ways in both the Old and New Testament. The first claim is documentary theory with its belief that the Pentateuch was written in the time of the kings or even into the exile by several different authors. Cyrus Gordon writes, "I was trained simultaneously in higher criticism and biblical archeology without at first realizing that the two points of view are mutually exclusive. By this I mean that a commitment to any hypothetical source-structure like JEPD is out of keeping with what I consider the only tenable position for a critical scholar: to go wherever the evidence leads him." (Josh McDowell. *More Evidence that Demands a Verdict*, Vol. 2. Campus Crusade for Christ, 1975, p. 331, from the essay, "Higher Critics and Forbidden Fruit" by Cyrus H. Gordon published in the epilogue of the book). We would include the Old Testament canon, the rabbinical writings, the apocryphal books, and the writings of Josephus among others in this historical record. In other words, the assumption that there are several different authors of the Books of Moses is not based on any actual historical evidence, it is sheer speculation. There is no actual historical evidence that the Pentateuch was a collection of the writings of four different authors, each with a different cultic agenda in early Judaism. It is an assumption based entirely

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History
and Scripture - A Critical Analysis of C. S. Lewis' Position   267

on literary criticism and a desire to fulfill a pre-supposed historical narrative for the development of Jewish nation. A narrative that is greatly at odds with the actual historical record of the Jewish people, by the way.

We would include the Old Testament canon, the rabbinical writings, the apocryphal books, and actual history. In examining a claim made by the Higher Critics that they are able to "see" an alternative historical development of the Scriptures, we find their claim contradicted by actual historical discoveries, and their boast of being able to "read between the lines" falls short.

Discrepancy between Bible Criticism and the Discoveries of Archeology

One of the most important examples of this discrepancy between Bible criticism and the discoveries of archeology is the Hittite Treaty Form. In the first half of the twentieth century, archeologists uncovered the remnants of the ancient Hittite civilization. In this find, scholars discovered the prevalent treaty form of the second millennium (later than 1000 B.C.E.). To the surprise of many, this pattern was recognized in Exodus 20, the entire book of Deuteronomy, and Joshua 24 (Ibid, 96-97). The implication of this finding is that the Pentateuch is a document of the time of Moses (1400 B.C.E.) rather than the time of the kings (900 B.C.E.). Mendenhall writes, "the covenant type which is found in the second millennium B.C. in Deuteronomy 'cannot be proven to have survived the downfall of the great Empires of the late second millennium B.C" (Ibid, 97). And speaking of Deuteronomy Kenneth Kitchen writes, "This is a literary entity not of the eighth or seventh century B.C. but rather from ca. 1200 B.C. at least" (Ibid, 99).The claim, therefore, that the Pentateuch was not written by Moses in the time of the Exodus, but by several different authors in the time of the kings or later, does not pass the test of actual history. In examining a claim made by the Higher Critics that they are able to "see" an

Language in India www.languageinindia.com **ISSN 1930-2940** **14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   268

alternative historical development of the Scriptures, we find their claim contradicted by actual historical discoveries, and their boast of being able to "read between the lines" falls short.

The Folly of Higher Criticism

Kenneth Kitchen summarizes the folly of Higher Criticism, "Nowhere else in the whole of Ancient Near Eastern History has the literary, religious, and historical development of a nation been subjected to such a drastic and wholesale reconstruction at such variance with existing documentary evidence." (Kenneth A. Kitchen. *Ancient Orient and Old Testament*. Chicago: IVP, 1966, 20). Dr. Kitchen is telling us in proper scholarly terms that the Bible Critics are retelling the history of Israel without any real historical evidence to support their allegations.

Attempt to Rewrite New Testament History

The same attempt to rewrite history that we see in Old Testament studies has taken place among New Testament scholars as well. Related to this capacity to read between the lines of the New Testament is this remark by Lewis, "All theology of the liberal type involves at some point- and often involves throughout-the claim that the real behavior and purpose and teaching of Christ came very rapidly to be misunderstood and misrepresented by his followers, and has been recovered or exhumed only by modern scholars" (Lewis, 112).

In other words, the assumption of Liberalism is that they have a more accurate and enlightened understanding of the gospel events and records than the gospel writers and church fathers who were, at most, a few generations removed from the events. One of the most grievous examples of this hubris are the recent attempts to declare that the theology that will come to be known as orthodox, was, at the beginning, in competition with other "versions" such as

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   269

Gnosticism and the Ebionites, and that the debate over the canon of Scripture was really a

political battle for the control Christianity between several groups who each had a legitimate

claim to define the faith.

For example, Elaine Pagels of Princeton University, who has been instrumental in this

latest historical reconstruction of Christianity, says, "As far as we can tell the beginnings of

Christianity occurred in many different places, in many different groups. There were wandering

charismatics who went around from door to door preaching without an ordinary occupation,

depending on people with whom they stayed for hospitality, for food. There were settled groups

in little towns. There were radical groups." (PBS, 20 of 37). It goes without saying that this is an

extreme reconstruction of history, with only scant evidence to support it.

Fundamental Assumptions in Rewriting History

One of the fundamental assumptions behind this attempt at rewriting history is the

Liberal distrust of the Biblical record. They assume from the beginning that it is *kerygma*,

religious proclamation, and because it is, it cannot be historical. Thus Professor Michael White

of the University of Texas, Austin, declares, "The problem for any historian in trying to

reconstruct the life of Jesus is simply that we don't have sources that come from the actual time

of Jesus himself."[1] He is, of course, discounting the Gospels which claim to be first-hand and

eyewitness testimony of the years the disciples spent with Christ prior to his crucifixion,

resurrection, and ascension. One of those eyewitnesses, who also wrote one of the Gospels, tells

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[1] Ibid, 2 of 37.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History
and Scripture - A Critical Analysis of C. S. Lewis' Position   270

us, "We proclaim to you what we have seen and heard, so that you also may have fellowship with us, and our fellowship is with the Father and with His Son, Jesus Christ."[2]

It is the height of presumption to claim to know more about the first century than those who lived at the time and wrote as eyewitnesses of the events they experienced. The presumption usually takes the form of character assassination, either claiming the Apostles were "religiously" motivated and didn't care about truth or facts, or believing the writers were simply ignorant and superstitious men who gave supernatural explanations to events that we moderns would explain by natural causes. Further, this rewriting of history has to deny a second prominent set of documents from the time; the writings of the church fathers, which corroborate the New Testament record and give no support to the latest attempts at historical reconstruction.

Lewis on Liberalism

Lewis continues his criticism of Liberalism by saying, "I find in these theologians a constant use of the principle that the miraculous does not occur."[3] In many ways, this is fundamental presupposition that instructs all of Liberal thought. The denial of the Scriptures as revelation and the denial of the central teachings of the Gospels concerning Christ are all driven by the presupposition that miracles are impossible. For example, the book of Isaiah is said to have at least two authors by the proponents of Liberal Theology. The need for a "Deutero-Isaiah" is driven by Isaiah 44: 28, "who says to Cyrus, 'He is my shepherd and I will accomplish what I please; he will say of Jerusalem, "Let it be rebuilt," and of the temple, "Let its foundations be laid." The prophet Isaiah, who lived around 700 B.C., is naming the Persian king who will

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[2] I John 1:3.
[3] Lewis, 113.

decree the return of the first exiles and the re-building of Jerusalem, more than 150 years before the event. The Decree of Cyrus occurred in 535 B.C. If the Isaiah of 700 B.C. is the one and only author of the book, then Isaiah 44:28 is a miracle. Since, Liberal Theology presumes miracles are impossible they must postulate a second Isaiah who wrote these passages after the exile and the return to Jerusalem.

There are two problems with this. First, the Septuagint (LXX), the ancient Greek translation of the Old Testament, was translated roughly halfway through the inter-testamental period. It was, therefore, relatively close to time when "Deutero-Isaiah" would have been written and added to the "Old" Isaiah according to the liberal scheme, yet the Isaiah of the LXX is identical to ours, there is no book 1 and book 2, there is not even a hint of the rewriting or adding to the book. Second, the Cyrus prophecy is not the only extraordinary prophecy in the book. Isaiah 50:6, Isaiah 53:2-6, and Isaiah 53:9 predict in graphic detail the suffering of Christ before and during the crucifixion, and even foretells his being laid in a borrowed tomb. It is one thing to say a second author wrote specific details after the fact of the exile, it is impossible to say the same thing about the crucifixion.

Rejection of the Miraculous

It is this rejection of the miraculous that is most troubling. It leads us in a very cynical and hopeless direction. Hans Kung, who appears to hold to a form of Roman Catholic neo-Orthodoxy, writes of Jesus, "He belongs neither to right nor left, nor does he simply mediate between them. He *really* rises *above* them: above all alternatives, all of which he plucks up by the roots. This is his *radicalism*: the radicalism of *love* which in its blunt realism, is

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   272

fundamentally different than the radicalism of ideology."[4] He has obviously read the lines of Scripture and in reading has understood the unique qualities of Christ. He grasps in a significant way, the power of Jesus's life and example. However, because of his Liberal presuppositions he gives everything away when he writes, "They (the Gospels) are 'kerygmatic formulas' which enable Jesus' way of the cross to be seen as the fulfillment of God's plan of salvation and not the consequence of blind fate. They are not sagacious prognoses by Jesus himself, but interpretations of the Passion by post-paschal Christendom."[5] This is code for the belief that the Early Christians made up most of the stories about Jesus, because they wanted him to be the savior. Going further, he writes of the historicity of the resurrection, "Since according to the New Testament faith the raising is an act of God within God's dimensions, it *cannot* be a *historical* event in the strict sense: it is not an event which can be verified by historical science with the aid of historical methods."[6] We are left, after reading Kung with a profound sadness. Here is a man who takes a serious and thoughtful approach to the text on one level, while on the other hand having to say that on the basis history and scientific reasoning it is nothing more than a glorious fairy tale.

Jesus Seminar

A final example of the prejudice against the miraculous in theological Liberalism, is the Jesus Seminar. Instituted by Robert Funk in 1985 under the auspices of the Westar Institute, it sought to bring together 150 laymen and scholars to form a consensus around the historical reliability of the sayings of Jesus, and thus of the Gospels.[7] The committee met over several years by evaluating the sayings of Jesus and voting on whether they were "certain" Jesus said

[4] Hans Kung. *On Being a Christian*. (Garden City: Doubleday & Company, Inc., 1976). 262.
[5] Ibid, 320.
[6] Ibid, 349.
[7] Westar Institute webside, www.westarinstitute.org.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   273

this, whether it was "likely" that he said it, whether it was "unlikely" that he said it, or finally that he definitely did not say what is attributed to him. At the end of the process they published a translation of the Gospels color coded according to the "vote" of these scholars. When the leader of the committee begins the proceedings by declaring the Gospels, "religious fictions"[8] you realize where this is headed. These scholars rejected the authenticity of many of the sayings of Jesus, not on the basis of historical evidence but because they involved miracles. Such is the prejudice of our age.

Role of Erudition and Ingenuity

Lewis presents a fourth complaint. He writes, "All this sort of criticism attempts to reconstruct the genesis of the texts it studies; what vanished documents each author used, when and where he wrote, with what purposes, under what influences-the whole *Sitz im Leben* of the text. This is done with immense erudition and great ingenuity. And at first sight it is very convincing. I think I should be convinced by it myself, but that I carry about with me a charm-the herb *moly*-against it. You must excuse me if I now speak for a while of myself. The value of what I say depends on this being first hand evidence. What forearms me against all these reconstructions is the fact that I have seen it all from the other end of the stick. I have watched reviewers reconstructing the genesis of my own books in just this way."[9] His point is that as a writer, he has had critics review his books, and those critics claim to be able to reconstruct his state of mind or mood while writing, or to imagine all sorts of motives for why the book was written. Lewis sums up their prognostications, "in the whole of my experience not one of these

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[8] Ibid, The opening remarks of Jesus Seminar founder Robert Funk, presented at the first meeting held 21-24 March 1985 in Berkeley California.
[9] Lewis, 113-114.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   274

guesses has on any one point been right."[10] Lewis goes on to show how far from the mark were the interpretations of J.R.R. Tolkein's *Lord of the Rings*[11] as reviewers sought to "read between" the lines of his great novels.

Lewis' Arguments

Lewis will add the complexity of ancient history to the equation, "Consider with what overwhelming advantages the mere reviewers start. They reconstruct the history of a book written by someone whose mother-tongue is the same as theirs; a contemporary, educated like themselves, living in something like the same mental and spiritual climate. They have everything to help them. The superiority in judgment and diligence which you are going to attribute to the Bible critics will have to be almost superhuman if it is to offset the fact that they are everywhere faced with customs, language, race-characteristics, class-characteristics, a religious background, habits of composition, and basic assumptions, which no scholarship will ever enable any man now alive to know as surely and intimately and instinctively as the review can know mine. And for the very same reason, remember, the Bible critics, whatever reconstructions they devise, can never be crudely proved wrong. St. Mark is dead. When they meet St. Peter there will be more pressing matters to discuss."[12] It is extremely difficult to "read between the lines" of a modern document, therefore how much more difficult to determine the circumstances of those from which we are 2,000 years removed?

We must also add that these reconstructions fly in the face of the clear statements of the writers of the New Testament. When a modern critic claims that the Gospels are "fictions," it

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[10] Ibid, 115.
[11] Ibid, 115.
[12] Ibid, 118.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   275

ignores the clear testimony of the Apostles themselves. Peter, for example, tells us, "For we did not follow cleverly devised stories when we told you about the coming of our Lord Jesus Christ in power, but we were eyewitnesses of his majesty."[13] Peter, even as he was a Galilean fisherman, a common working man of his day, is clear in proclaiming that he knows fact from fiction, and made up stories from the truth. The disciples were not the creators of an elaborate myth, they were, as he tells us, eyewitnesses. The power of the Gospel is that it is true.

When Liberals attempt to reconstruct the story of Christ, the birth of the church, or the writing of the New Testament, they have to ignore the actual text itself. This is Lewis's central point, they not only can't read the lines themselves, they must in the end ignore them or avoid them all together.

Lewis points to an inconvenient truth about modern thought; it is often temporary and short lived. "I have learned in other fields of study how transitory the 'assured results of modern scholarship' may be, how soon scholarship ceases to be modern."[14] His hope is that this period of theological Liberalism will finally come to an end, broken by its own contradictions and lack of real supporting evidence. Lewis refers to the fact that many of the techniques used by the Bible critics, such as determining authorship by "style," had been tried and abandoned by secular literary scholars.[15]

In addition, Lewis lived through several movements in philosophy such as British Idealism that had their day, but fell under the weight of their internal contradictions. His hope is that something like that is in store for Liberalism.

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[13] 2 Peter 1:16
[14] Ibid, 119.
[15] Ibid, 119.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   276

Lewis next gets more specific. He claims to be an "educated layman," but not having the same kind of education as those he is addressing in this lecture. However, at this point in the talk he betrays his claim to be ignorant of theology as he begins dealing with the details of Bultmann's theological views as well as anyone in the room. "The sort of statement that arouses our deepest skepticism is the statement that something in a Gospel cannot be historical because it shows a theology or an ecclesiology too developed for so early a date…I could not describe the history even of my own thought as confidently as these men describe the history of the early Church's mind."[16] This is the level of presumption involved, men claim to see and know things about the ancient Church that they would not be able to know about their own time and place.

Will Durant's Explanation

Will Durant, one of the foremost historians of the twentieth century, while not a Christian himself, writes as a historian, "The contradictions are of minutiae, not substance; in essentials the synoptic gospels agree remarkably well, and form a consistent portrait of Christ. In the enthusiasm of its discoveries Higher Criticism has applied to the New Testament tests of authenticity so severe that by them a hundred ancient worthies-Hammurabi, David, Socrates-would fade into legend."[17] Using the valid standards of historical evidence, one must take the New Testament itself as an important text and resource for our understanding of Christ and the birth of Christianity. To do anything less, is to operate in an ahistorical manner. And that seems to be much of the problem, these "tests of authenticity so severe" appear to be intentional. There is in the modern spirit a desire for the removal of all restrictions, God being the ultimate. There is a deliberate desire to remove God from the picture, to produce a purely naturalistic and secular

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[16] Ibid, 121.
[17] Will Durant, *Caesar and Christ, The Story of Civilization, Vol. III*. (New York: Simon & Schuster, 1944). 557.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   277

perspective for everything, religion included. And while the motive can appear scholarly and be framed as the pursuit of "truth," it is really founded on a desire to ignore and distort the facts more than it is to find them. I do not mean to imply some deeply sinister conspiracy or motive behind Higher Criticism, but I am putting it into the context of the age in which we live. We want "freedom," by which we usually mean moral and sexual license. Psalm 2 tells us that world "leaders" "rise up and the rulers band together against the Lord and against His anointed, saying, 'Let us break their chains and throw off their shackles.'"[18] What chains we might ask? The chains are the chains of moral restriction, the demands of submission to God and obedience to His word, and the demands of repentance and faith. We live in a libertarian age, and sadly, theologians are as susceptible to these temptations as anyone else.

Consequences of Liberal-Fundamentalist Controversy

Lewis ends his talk almost back where he started, "Once the layman was anxious to hide the fact that he believed so much less than the vicar: he now tends to hide the fact that he believes so much more. Missionary to the priests of one's own church is an embarrassing role; though I have a horrid feeling that if such mission work is not soon undertaken the future history of the church of England is likely to be short."[19] It is a sad reality that many of the major Protestant churches in America no longer preach the Gospel, yet in those churches are a sizeable remnant who knows Christ and stand as the prayer warriors and missionaries to their own congregations. This is one of the awful consequences of the Liberal-Fundamentalist controversy, and the irony is that the "Professors," those who are to know, profess, and defend the truth of the Gospel have become some of its worst enemies. James Davison Hunter's observation that a

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[18] Psalm 2:2-3.
[19] Lewis, 125.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History and Scripture - A Critical Analysis of C. S. Lewis' Position   278

society does not change from the bottom up but from the top down, has proven true in the case of the church. Theological Liberalism began with the academics who circulated in the world of their fellow intellectuals, and joining their fellows, they embraced the skepticism and rejection of the supernatural of their peers. Their work from this time forward was the adjustment of theology to their naturalistic assumptions. These men were the teachers of the pastors and preachers of the Church. Their skepticism, therefore, infected whole denominations and churches, and as a result, thousands of ordinary people have left the church or no longer believe in its teachings. We are right, therefore, to engage in this controversy over the Bible and the right theological understanding that comes from it. As Lewis made clear, Evangelicals must show the levels to which the Liberal's "reading between the lines" is unwarranted and fails the tests of history and evidence.

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Tom Shetler
An Evaluation of the Claims of Higher Critical Thought to Read between the Lines of History
and Scripture - A Critical Analysis of C. S. Lewis' Position   280

Learner Autonomy and Teacher Development
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Abstract

Teacher's role is indispensible in the life of a student as behind the success of every student, there stands a teacher. Teaching is one way of learning and it is a two-way process as it benefits both teacher and learner. The teacher's development largely depends upon the learner's growth and the knowledge acquired by them. Teachers develop themselves by making the learners reach their goal. Learner autonomy and teacher development go hand in hand. Self Access Centers play a vital role in the development of an autonomous learner of language. The autonomous learner excels in learning and the teacher improves in various ways such as the designing of sources for such Self Access Centers. Though there are many sources available, the Self Access Centers are very helpful, and it helps the teacher update their knowledge in the field of teaching. This paper vividly portrays how the autonomous learner in language learning and Self Access Centers pave the way for teacher development.

Key words: Autonomous learner, Self Access Center.

Introduction

Teacher facilitates learner by playing multi-roles such as organizer, assessor, prompter, tutor, and observer. Hence teachers can be called as facilitator or counselor. Teacher has the responsibility to kindle the independent thinking of each learner. They are responsible for making the learners self-evaluate and show them the availability of various strategies for learning. Hence autonomous learners are to be encouraged, as they make use of the sources to the maximum and take responsibility for their own learning. Various strategies of training can be undergone by the learners to master LSRW skills in language learning. Self Access centers play a major role in autonomous learning and by preparing material for SACs the teacher does truly benefit. Since the English language has been the international language, surviving in any field is

not possible without the knowledge of English Language. Hence, learner autonomy in language learning has become mandatory. Learner autonomy has become popular over the last decades, especially in the field of language learning; and autonomous learner takes an active part in the language learning. Therefore, this paper discusses learner autonomy in language learning.

Learner Autonomy

An autonomous learner is also known as Self-directed learner. Self-directed learners

- 'know their needs and work productively with the teacher towards the achievement of their objectives'
- 'learn both inside and outside the classroom'
- 'can take classroom-based material and build on it'
- 'know how to use resources independently'
- 'learn with active thinking'
- 'adjust their learning strategies when necessary to improve learning'
- 'manage and divide the time, learning properly'
- 'learn with active thinking'
- 'adjust their learning strategies when necessary to improve learning'
- 'don't think the teacher is god who can give them ability to master the language' (Hedge, 2000, p.76).

Autonomous learners do not remain passive recipients of knowledge, but use their abilities to take on more responsibility for learning. Hence they are considered good language learners. Motivating such learners will bring out better learning strategies. "Autonomy is a situation in which the learner is totally responsible for all the decisions concerned with his or her learning and the implementation of those decisions" (Leslie Dickinson)

The Need for Learner Autonomy

Learning can happen when learners are willing to contribute. Learner should realize and accept that success in learning depends as much as on the student as on the teacher. Their success depends upon their responsible attitude for learning, their interest and independent thinking. Learner autonomy and self evaluation help to find their level of proficiency and expand their

own ability. Moreover, an autonomous learner is able to find his/her own plus and minus which give way for his/her self development. Learner autonomy in language learning works well and it provides the way for the learner to master the four skills such as Listening, Speaking, Reading and Writing.

Learner Autonomy and LSRW

Mastering a language needs the development of the four skills Listening, Speaking, Reading and Writing. An autonomous learner needs to develop his/her four skills to master the English Language. An independent learner can develop his/her own source material which can provide ample platform for the development of the four necessary skills. On the other hand, the independent learners can join together and prepare materials and share with each other. Group work always makes learning fruitful and most times successful..

Learner Autonomy and Reading Skill

Independent learners or autonomous learners can create a group among themselves and share their ideas and views. They can choose news articles and small narratives and read them aloud. The others can listen to the reading and note down the errors the reader makes. They can also have an eye on the pronunciation of each and every word uttered. Referring Pronunciation Dictionaries are useful and it helps the reader rectify the errors later. As they read, the other learners can note down the strange words they come across. If the article is on a short story or some narrative, it will kindle the interest of the learner. Self Access centers have plenty of such sources. The learner should know how to access them.

Learner Autonomy and Writing Skill

In learning a language, group work always has its result. A group of autonomous learners overlooked by a teacher can perform miracles. Before getting involved in writing, one has to develop his/her vocabulary. The learner should have expanded his/her vocabulary. Wide reading is the right strategy for the expansion of vocabulary. Composition writing is largely helpful in developing one's writing skill. Expanding on a theme and narrating an incident or a short story in writing are largely helpful. They can also expand the headline news they come across.

Learner Autonomy and Speaking Skill

Speaking skill is the most essential skill in language learning. Learners should realize that unless they speak, they cannot develop their language. Interviewing each other is one of the interesting strategies. The autonomous learners can play the role of their favorite person and speak out. Assuming a situation and conversing accordingly will also be helpful. The teacher can also suggest some latest topics on which the speaker can write extempore speeches. Debates based on any controversial topics can also be conducted.

Learner Autonomy and Listening Skill

As far as English language learning is concerned, exposure to native speakers has its benefit. The learners should be made to listen to various speeches delivered by native speakers. They can also listen to a story or any anecdote. Video clippings can be played and questions can be raised based on the video clippings. This process helps verifying their listening ability.

Teacher's Role

The role of teacher is indispensible in the life of a learner. The teacher has to study the learners' group and analyze their level and need. Making masters of the learners in all four skills has become a challenging job for the teacher and they develop themselves while designing the course materials. Designing tasks, preparing course materials and so on, according to the level of the students, will benefit the teachers themselves.

When self reflection is done by the teacher, there is chance for improvement in attitude and methods of teaching. The teacher has to be aware that the change in teaching is not abrupt but a gradual one. If the change in the method of teaching is acceptable to the learners, the teacher can become familiar and the students can have admiration for such teachers. Giving rewards and punishments, motivating the learners, making the learners self-evaluate pave the way for teachers to find out their real skills. Showing the availability of the sources and strategies helps teachers to be aware of the existing sources and to determine how they will help both learners and the teacher.

Self-Access Centers

Self-Access Center, otherwise known as Open Learning Centre, is the adjunct to classroom learning. It gives room for learner involvement. According to Harmer (2001) in Self Access Centers students can work on their own with a large number of sources which ranges from grammar reference and workbook type tasks, to cassette tapes and video excerpts. It has a large collection of learner literature, reading texts and listening materials. Students can access it in their spare time. When they enter into it, they decide what work to do, find the right kind of material and settle down to complete the learning tasks. Self Access Center makes the students learn themselves and realize their own role in learning. Such Self Access Centers pave the way for teacher development also. Language learning can be acquired faster through the activities, games and tasks and the SACs do have those in abundance.

Teacher Development

Teachers and learners are dependent upon each other for their development. Success of a teacher is revealed when a student reaches his/her target. An autonomous learner goes to SACs, which pave the way for teacher development also. It is the duty of the teacher to understand the psychology, expectation and needs of the learners. SACs fulfill the needs and expectations of the learner as it provides ample sources. The teachers can get themselves involved in preparing such sources and thus improve their own knowledge. Being an active creator of his or her own material, the teacher also develops. While preparing such sources, the teacher has to consider the extent to which a given tasks or source material can reveal variations in learner's success.

A teacher can prepare:

- Reading cards contain newspaper or magazine articles
- Tasks which enhances language learning. It has to be designed with goals and objectives which fulfill the needs of the learner.
- Quizzes, questions with key answers
- Activities that improve the LSRW skills. Interesting narratives, anecdotes that may enthrall the learners.
- Writing tasks based on recent occurrences in and around the world may benefit both teacher and the learner.
- Study materials which interest the learners in learning the target language

- Create topics, speak on the topic, record it and play it in the presence of the learner. This can motivate them to speak.

 They can also

- Conduct games that entertain as well as educate the learners.
- Create simple resources and design courses.
- Record the native speakers' voice and pronunciation of speech sounds and let the learners listen to it.
- Conduct online courses related to language learning, due to the improvement in technology.

Teachers' development largely depends upon the input they put forth themselves. Teachers can avail themselves with the latest technological tools for preparing learning sources. As far as syllabus designing is concerned, self-directed approach on the part of the teacher has to be encouraged. The teacher has to adopt learner-centered approaches in teaching language. The teacher has to be aware that the curriculum must be characterized by the involvement of the learner.

Conclusion

It is mandatory on the part of the teachers to consider themselves as learners so as to develop themselves. Teacher and the learner should share the responsibility for the better outcome. Earlier the teachers needed knowledge in language, but now they need to be trained in current methodologies. Self-Access Centre is a good source for teacher development. Apart from creating materials for Self-Access Centers, the teachers can involve themselves in action research, which is based on any issue or problem. Mapping can be done, because it involves observation and the collection of evidence about their teaching methodology. After mapping is done the teacher should focus on specific teaching problems, which can be rectified. Keeping in mind the fact that learners' development depends upon them, the teachers have to work on it. There is no doubt that SAC is a good source of teacher as well as learner development. Apart from all these, the teacher has to create awareness among the learners that the inborn talent and abilities of the learner would be suppressed if they are spoon-fed.

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Kin Numeratives in Monsang

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Abstract

Kin numeratives (KN) are terms that list the birth-order of children. Monsang has a characteristic Kin Numerative (KN) naming system. The KN are non-numerical in type. Similar KN naming system of non-numerical type are also found in Anal, Lamkang, Maring, Moyon, and in the languages of southern Tangkhul villages namely Khasung, Nambashi, Sorbung, and Sorte. In this paper, the Kin Numerative (KN) naming system in Monsang, with some notes on related systems in the other languages of Manipur, is described.

Keywords: Kin Numeratives, Numerical KN, Non-numerical KN, Monsang, Manipur.

Introduction

Monsang is a Tibeto-Burman language and one of the smallest Scheduled Tribes of Manipur. The people are known by the autonym 'Sirti'. There are only six villages with a total population of 2130 (Census of India, 2001), all located within Chandel District of Manipur.

Chandel District lies to the South-eastern region of Manipur, bordering Myanmar, and is host to the largest number of ethnic communities, viz. Anal, Aimol, Chothe, Kom, Lamkang, Maring, Mate, Monsang, Moyon, Tarao, Thadou and Zou. The speakers of these communities use Meiteilon or Manipuri to communicate with each other. They use Roman alphabet for writing but orthography is still an issue for most of them.

In this paper, I attempt to describe the Kin Numerative (KN) naming system in Monsang, with some notes on related systems in other languages of Manipur.

Kin Numeratives

Kin Numeratives (KN) may be defined as terms employed in listing the birth-order of children. The KN naming system can be divided into two types: i. Numerical KN system. ii. Non-Numerical KN system.

In Numerical KN system, KN are based on numerals. This type is a characteristic feature of the Chinese nomenclature, and is also known as Chinese KN. The Chinese KN have been found borrowed either directly or indirectly by various Thai languages (Siamese, Shan, etc.), Austro-asiatic (Palaung), and Tibeto-Burman languages (Lisu, Lolopho, White Karen, Kachin and Nung) (Benedict, Paul K. 'Chinese and Thai Kin Numeratives'. Journal of the American Oriental Society, Vol.65, No.1 (Jan.-Mar., 1945), pp.33-37).

The Non-Numerical KN system, as the name suggested, is not based on numerals. It is found in the Tibeto-Burman languages of Anal, Lamkang, Monsang, and Moyon; in Maring and the Southern Tangkhul villages of Khasung, Nambashi, Sorbung, Sorte, etc.

KN in Monsang

Monsang has sets of masculine and feminine KN of non-numerical type, suffixed with markers. The series extends through "5th" and bears no relation to the native numerals. This can be clearly discerned in the tables 1 & 2 below:

	Masculine	Feminine
1st born	/mo-ti/	/ti-n^{w}u/
2nd born	/ko-ti/	/to-n^{w}u/
3rd born	/be-ti/	/saŋ-n^{w}u/
4th born	/aŋ-ti/	/pe-n^{w}u/
5th born	/t^{h}um-pa/	/t^{h}um-n^{w}u/

Table 1. KN series of Monsang

One	/iŋkʰe/
Two	/nn̥ə/
Three	/ntʰum/
Four	/minlə/
Five	/roŋa/

Table 2. Numerals of Monsang (1-5).

In Table 1, it can be seen that the KN for masculine are suffixed with the marker /-ti/ (derived from the word /siti/ meaning 'progeny') except for the 5th born which is suffixed with the male marker /-pa/. The KN for the feminine are all suffixed with the female marker /-nʷu/.

In case there are more than five male or female siblings in a single family, the KN series for both masculine and feminine are repeated but are marked with a suffix /-nuʔ/ (Table 3).

	Masculine	Feminine
6th born	/mo-nuʔ/	/ti-nuʔ/
7th born	/ko-nuʔ/	/to-nuʔ/
8th born	/be-nuʔ/	/saŋ-nuʔ/
9th born	/aŋ-nuʔ/	/pe-nuʔ/
10th born	/tʰum-nuʔ/	/thum-nuʔ/

Table 3. KN series (repeating) of Monsang

Usage of KN in Monsang

The KN are employed in addressing persons. As a general rule, seniors (excluding grandparents, parents, uncles and aunts of blood relation) are addressed with the appropriate KN omitting the suffixes whereas, juniors are addressed either with the KN and the suffixes together or with a reduplicated form of the KN as /mo-mo/, /ti-ti/, etc.

Seniors are never addressed by name, but should the need arise; it must be always preceded by the appropriate KN. For juniors, it is acceptable to address them by name also. In addition to the above, the KN are also suffixed to the appropriate kin terms of uncles and aunts of blood relation. The following tables (4-7) given below illustrate the usages of KN in Monsang.

Ego to seniors (excluding Uncles of blood relation)	Ego to juniors
/mo/	/mo-ti/ or /mo-mo/
/ko/	/ko-ti/ or /ko-ko/
/be/	/be-ti/ or /be-be/
/aŋ/	/aŋ-ti/ or /aŋ-aŋ/
/t^{h}um/	/t^{h}um-pa/ or /t^{h}um-t^{h}um/

Table 4. KN as address terms to male persons.

Ego to seniors (excluding Aunts of blood relation)	Ego to juniors
/ti/	/ti-n^{w}u/ or /ti-ti/
/to/	/to-n^{w}u/ or /to-to/
/saŋ/	/saŋ-n^{w}u/ or /saŋ-saŋ/
/pe/	/pe-n^{w}u/ or /pe-pe/
/t^{h}um/	/t^{h}um-n^{w}u/ or /t^{h}um-t^{h}um/

Table 5. KN as address terms to female persons.

Ego to Paternal Uncles	Ego to Maternal Uncles
/pa-pʷu/	/apu-mo/
/pa-ko/	/apu-ko/
/pa-be/	/apu-be/
/pa-aŋ/	/apu-aŋ/
/pa-tʰum/	/apu-tʰum/

Table 6. KN as address terms to Uncles of blood relation.

Note: The suffix /-pʷu/ is a marker indicating "big/ oldest".

Ego to Paternal Aunts	Ego to Maternal Aunts
/ani-pʷu/ or / ani-upa/	/na-pʷu/
/ani-to/	/na-to/
/ani-saŋ/	/na-saŋ/
/ani-pe/	/na-pe/
/ani-tʰum/	/na-tʰum/

Table 7. KN as address terms to Aunts of blood relation.

KN in Other Languages of Manipur

As mentioned earlier, similar KN of Non-Numerical system is also found in the languages of Anal, Lamkang, Maring and Moyon of Chandel District. In Ukhrul District, it is found in the Southern Tangkhul languages of Khasung, Nambashi, Sorbung and Sorte.

A rough map of Manipur showing the regions where these languages are spoken is given below as well as data on KN of Anal, Maring (Mongmi variety), and Sorbung are provided.

Figure 1. Map of Manipur showing the regions where KN is found (Not to scale). S = Southern Tangkhul languages; M = Maring; X = Anal, Lamkang, Monsang and Moyon.

	Masculine	Feminine
1st born	/mo-p^{w}u/	/k^{h}i-nu/
2nd born	/ko-p^{w}u/	/to-nu/
3rd born	/be-p^{w}u/	/saŋ-nu/
4th born	/aŋ-p^{w}u/	/pe-nu/
5th born	/t^{h}um-pa/	/t^{h}um-nu/

Table 8. KN of Anal
(Data provided by Ws. Handny Anal (46 yrs) of Toupokpi village, presently residing at Liwachangning, Chandel)

	Masculine	Feminine
1st born	/mo-ba/	/te-nu/
2nd born	/ko-ba/	/to-nu/
3rd born	/pi-ba/	/pe-nu/
4th born	/me-ba/	/saŋ-nu/
5th born	/tʰam-ba/	/tʰam-nu/
6th born	/tolkʰam/	/tolkʰam/

Table 9. KN of Maring (Mongmi variety)

Data provided by Th. Motontin (54 yrs) of Narum village, presently residing at Liwachangning, Chandel.

	Masculine	Feminine
1st born	/mo-pa/	/te-nu/
2nd born	/ko-pa/	/to-nu/
3rd born	/mi-pa/	/saŋ-nu/
4th born	/tʰom-pa/	/pe-nu/
5th born	/zom-pa/	/zom-nu/
6th born	/lau-pa/	/tʰom-nu/

Table 10. KN of Sorbung

Data provided by Gobin (42 yrs) of Sorbung village, presently residing at Kapaam, Chandel.

Conclusion

KN of Non-Numerical type is a characteristic feature of Monsang and other languages of Manipur viz., Anal, Lamkang, Maring, Moyon, Khasung, Nambashi, Sorbung, and Sorte. The KN are employed for addressing persons, and to distinguish the addressee from others. This shared feature is absent in other Tibeto-Burman languages of Manipur, and merits further research to determine whether they form a subgroup with one another.

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Clausal Gerund in Manipuri

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Abstract

This paper explores the basic structures of Clausal Gerund (henceforth CG) in Manipuri within the core idea of Minimalist Program (1995). The idea of AGREE in the syntactic derivation is built-in between the verbal domain, *the probe*, and the argument DP, *the goal* through valuation approach. Examining the behavior of these gerunds in respect of how they license overt or covert DPs most often marked with accusative Case (for internal arguments) as well as nominative case (for external arguments) are blocked from Case-less positions, this paper climaxes the insights for the researchers to embody some ultimate understanding of the syntax of defective sentential domains in general. Primarily, the paper will consider two gerund structures to be (i) the subject must be PRO and (ii) the subject must be lexical one. In order to defend the idea of CGs, a theoretical approach along with the supporting empirical examples will be provided and so reaching the finale juncture where the distributive restrictions of CGs on the source of the interaction between Case and AGREE valuation will be shown on the ground of limited possibility of A-movement out of a CG.

Key words: Verbal noun, Case, Agree

1.0 Introduction

This paper makes an attempt to concretize the mystifying category of verbal noun in the literature of nominalization constructions. They are very peculiar in that the arguments (subject or object) of a verbal noun can be realized with verbal case marking system such as nominative or accusative at the clausal level. Following the linguists propounding the syntactic VP projection of verbal nouns (Valoi 1991, Borer 1993, Hazout 1995, Marantz 1997, van Hout &

Roeper 1998, Fu, Roeper & Borer 2001, Borer 2005a, 2005b, Park 2008) within the exo-skeleton approach, we also argue that verbal nouns are categorially verbs not nouns and they can be embedded within nominalizing structures in which a derived nominal structure or a gerund structure gets surfaced. Further, this paper explores some of the basic similar properties a clausal gerund behaves in the sense of Pires (1999, 2000, 2001a, 2001b, 2001c) within Minimalist Program approach, dictating that the subject can be either a PRO or an overt DP Case-marked with accusative case or nominative case in a class of gerund, hence Clausal Gerund. Section 2 will be about the structure of verbal nouns where derived nominal structures, i.e., a clausal gerund structures are briefly introduced. Section 3 is on verbal nouns as verbs, exploring the properties of verbal noun structures in which adverbial modification and verbal nouns stacking are analyzed. Constituent structures of verbal nouns in respect of the topicalization and scrambling are also sightseen hereafter. Section 4 introduces the new thoughtful level of clausal gerund structure where some properties of clausal gerunds are displayed and syntactic derivation of clausal gerunds is also proven under the literature of minimalist program. Section 5 concludes the paper.

2.0   The Structure of Verbal Nouns

There are three structures (generally two only) that a verbal noun can take. They are given below:

 (i).   Derived nominal structure
(ii).   Gerund structure
(iii).   Clausal gerund structure

2.1   Derived Nominal vs Gerund Structure

When a verbal noun takes the transitive argument structures consisting of an agent and a theme arguments, the structure in which the theme argument is genitive-marked is the Derived Nominal one; whereas, the structure in which the theme argument is accusative-marked is that of Gerund one. This case is illustrated below:

			GEN		ACC	
(1)	a.	yeknəbə-nə	[_{DP}khuŋgəŋ-**gi**		maŋnəbə]-bu	təukhi
		enemy-NOM	village-GEN		destruction-ACC	did

'The enemy destroyed the village'

			ACC		ACC	
	b.	yeknəbə-nə	[_{DP}khuŋgəŋ-**bu**		maŋnəba]-bu	təukhi
		enemy-NOM	village-ACC		destruction-ACC	did

'The enemy destroyed the village'

One may find it weird when the accusative marker is added to the verbal noun *maŋnəbə* 'destroying'. No matter, it can be either omitted or added in the sense that the verbal noun without the accusative case provides a general reading while that of marked one simply drags one's mind to focus on the action of destruction.

What is shown here is that the sentence (1a), where a theme argument is genitive-marked, instantiates the case in which a verbal noun takes a derived nominal structure while the sentence (1b) with an accusative-marked theme illustrates the case where a verbal noun takes a gerund structure.

Numerous linguists (Chomsky 1970, Abney 1987, Grimshaw 1980, Valoi 1991, Harley & Noyer 1997, Borer 1999, Alexiadou 2001) have stipulated contrastive properties of derived nominals and gerunds.

(2)   a.   Derived nominals exhibit properties similar to a typical NP and   they can take adjectival modification, but they do not have the ability of verbal case marking.
       b.   Gerunds have the properties of VP and they cannot take adjectival modification but take adverbial modification. They can assign accusative case to an object if present.

Before the feat of a proper analysis of the so-called 'Clausal Gerund', we can initially say that it is a class of gerund, in which the subject can be either a PRO or an overt DP Cased-marked with accusative Case (acc-ing) or with nominative Case (Pires 2006:15). Let us briefly see the following examples:

(3)   a.   Jack worried about ***PRO being*** late for dinner
       b.   Jack worried about ***John/him being*** late for dinner.

We now see that there are two gerund structures that in (3a) above, the subject is PRO (TP-defective gerund in the sense of Pires, 2006) and, (3b) above, the subject is lexical. There is no alternation between PRO and overt subject in either type of structure. Let us see the following Manipuri examples:

(4)   a.   Tomba-nə   ***PRO*** ca-bə   pam-de
              Tomba-NOM   eat-NMLZ   like-NEG
              Tomba does not like (PRO) to eat.

       b.   Tomba-nə   ***ma-bu*** ca-bə   pam-de
              Tomba-NOM he-ACC   eat-NMLZ eat-NEG

Tomba does not like him to eat.

In the similar fashion, the verbal noun *ca-bə* 'eating/to eat', realizes the subjects as PRO or overt accusative-marked DP subject **ma-bu 'He-ACC'**. The account of clausal gerund structure is postponed on the section 4 since we think that it is better to confirm the nature of verbal nouns in its step by step understanding of argument realizing verbal behavior.

3.0   Verbal Noun as a Verb

There are two possible options as far as the grammatical category of a verbal noun is concerned:

(5)   a. Verbal Noun as Noun, as the term 'verbal noun' advocates,
       b. Verbal Noun as Verb, as suggested from the morpho-syntactic   properties.

3.1   Verbal Noun as Noun

Many linguists (Baker 1988, Ahn, Kageyama 1991, Miyamoto 1999) consider the syntactic incorporation account, suggesting that verbal nouns as nouns incorporate into a light verb at the level of syntax. Let us see the example (3) below (example 1b above):

(6)   yeknəbə-nə   [khuŋgəŋ-**bu**   [maŋnəba   təukhi]
          enemy-NOM village-ACC   destruction   did
       'The enemy destroyed the village'

Under this analysis, verbal noun maŋnəbə 'destruction' raises to a verb head təu 'do' at the level of syntax and adjoins to it, which results a complex predicate formation. But, the arguments of verbal noun become free to raise up to the verbal domain to get case.

Another approach (Miyagawa 1989) suggests that incorporation whereby a verbal noun bonds with a light verb takes place in the lexicon, as given in the structure 7(a) & (b) below:

7a.   V   V
        2   2
        N   V   N   V
     maŋnəbə   təu-khi   hatnəba   tə-ukhi (attempted to kill)

It says that the complex predicate s as one word are inserted into a syntactic structure under a V node, predicting that the N-part corresponding to a verbal noun would not be

syntactically visible, since the predicates are found derived in the lexicon and thus inserted under V nodes in syntactic structures.

3.2.   Verbal Noun as Verb

We follow the linguists propounding the syntactic VP projection of verbal nouns (Valoi 1991, Borer 1993, Hazout 1995, Marantz 1997, van Hout & Roeper 1998, Fu, Roeper & Borer 2001, Borer 2005a, 2005b, Park 2008) within the exo-skeleton approach, and also argue that verbal nouns are categorially verbs not nouns and they can be embedded within nominalizing structures in which a derived nominal structure or a gerund structure gets surfaced. Following are some of the main factors:

(i) Adverbial modification (ii) Verbal Noun Stacking (iii) Constituent Structures

3.2.1   Adverbial Modification

According to Baker 1983 et., the verbal noun part is not syntactically visible within the complex predicate. Let us see the examples 8(a) & (b) below:

(8)   A.   yeknəbə-nə   konung-du-bu   loyna koisinbə   ŋəm-khə-re
                 enemy-NOM   fort-DST-ACC   completely round can-CERT-PERF
                 'The enemy could round the fort completely'

        b.   * yeknəbə-nə konuŋ-du-gi   koisinbə ŋəm-khə-re
                  enemy-NOM fort-DST-GEN   completely round can-CERT-PERF
        'The enemy could round the fort.'

In 8(a) above, the verbal noun can't take an adjective, and instead, it takes an adverb. And, the syntactic incorporation account predicts that the verbal noun, as a noun, can take a genitive argument as its complement, but the finding the fact is contradictory to the prediction as shown in 8(b) above. This shows that the verbal noun part of complex predicate is syntactically not visible, and hence the assumption that verbal nouns are nouns is incorrect.

Again, regarding Miyagawa (1989)'s account of lexical derivation in the lexicon, let us see the following examples (9) & (10):

(9)   lalmisiŋ-nə thoŋ-bu   yankhaibə təu-khi, adugə yum-di təu-khi-de.
        soldiers-NOM   bridge-ACC breaking do-CERT, but   house-TOP do-CERT-NEG
         'The soldiers broke the bridges but did not the house.'

(10)   a.   lalmisiŋ-nə   thong-bu   yankhaibə təu-khə-rə-bə-rə?
              soldier-PL-NOM bridge-ACC breaking do-CERT-PROS-NMLZ-INT
              'Did the soldiers break the bridge?'

        b.   hoi, Φ_i təu-khə-re.
              Yes   do-CERT-PERF
              'Yes, they did.'

We now see that only the verbal noun part in complex predicates can undergo the syntactic operation of ellipsis to the exclusion of a light verb, which is in contrast to the prediction of lexical incorporation account. Hence both the syntactic incorporation and lexical derivation analyses are inconsistent with the Lexical Integrity Hypothesis (LIH) (Lapoite 1979), stating that the internal structure of a word cannot be relevant in syntax. Hence, verbal nouns are actually verbs and they take their arguments simply because they are verbs (Park 2008).

3.2.2   Verbal Noun Stacking

As an evidence for the existence of syntactic VP, verbal nouns also exhibit verbal properties such as assigning accusative case to their arguments and licensing adverbial modification. It so happens when one verbal noun follows another verbal noun, i.e., verbal noun stacking, a bare verbal noun shows the ability to assign accusative Case similar to a verb, as shown in (9) below:

(11) Hajari-nə   [[kərəpsən-**bu**   thijinbə]-**bu**   **mapuŋphan**ə səugətpə]-bu
     Hajari-NOM   corruption-ACC   investigation-ACC completely   supporting-ACC
      thagətpə-bu   təukhi
      thanking-ACC   did
        'Hajari appreciated the complete support for the investigation over the corruption'.

In (11) above, the verbal noun *thijinbə* 'investigation' assigns accusative case on *kərəpsən* 'corruption'. The verbal noun *səugətpə* 'supporting' licenses the modification by the adverbial *mapungphanə* 'completely'. Since there is no intervening light verb to support the verbal nouns to take verbal properties and it obeys the Head-to-Head movement constraint (HMC), it signals the presence of a syntactic VP element.

3.2.3   Constituent Structures

Following examples show that verbal nouns can be explained as derived nominals or gerunds. **< Topicalization >**

(12)   a.   *[maŋnəbə]-di yeknəbə-nə khungəŋ-gi   təukhi
              destruction-Top enemy-NOM   village-GEN   did

b.　　　[khungəŋ-**gi**　maŋnəbə]-di yeknəbə-nə　təukhi
　　　　　village-GEN destruction-Top　enemy-NOM　　did

(13)　a.　　　*[maŋnəbə]-di yeknəbə-nə　khungəŋ-bu　təukhi
　　　　　　destruction-Top enemy-NOM　village-ACC　did

　　　b.　　　[khungəŋ-**bu**　maŋnəba]-di yeknəbə-nə　　　　təukhi
　　　　　　　village-ACC destruction-Top　enemy-NOM　did

< Scrambling >

(14)　a. *[maŋnəbə]-bu　yeknəbə-nə　khungəŋ-gi　təukhi
　　　　　destruction-ACC enemy-NOM　　village-GEN　did

　　　b. [khungəŋ-**gi**　maŋnəba]-bu　　yeknəbə-nə təukhi
　　　　　village-NOM　destruction-ACC　　　enemy-ERG did

(15)　a. *[maŋnəbə]-bu　yeknəbə-nə　khungəŋ-bu　təukhi
　　　　　destruction-ACC enemy-NOM　　village-ACC　did

　　　b. [khungəŋ-**bu**　maŋnəbə]-bu　　yeknəbə-nə　təukhi
　　　　　village-ACC　　destruction-ACC　　enemy-NOM did

　　　We follow Park (2008) in that the theme argument *khungəŋ* 'village' and the verbal noun *maŋnəbə* 'destruction' form one single constituent DP. Since movement should observe a constituent structure, the ungrammaticality of each (a) sentence obtains a straightforward account. Hence, each (b) sentence should be grammatical as it observes a constituent structure. This shows that verbal noun phrases can be analyzed as derived nominals or gerunds and such prediction is done through the movement operations such as topicalization or scrambling.

4.0　　　Clausal Gerund (CG) Structure

　　　Before we come to the stage of derivational account which will be analyzed in section 4.1 below, let us see the following properties of clausal gerunds.

4.1　　　Some Properties of CGs

　　　Pires (2006) proposed the analysis of the syntax of CGs attempting to account for five core syntactic properties of clausal gerunds, regarding especially their distribution and licensing

of subjects within Case checking/valuation approach under the Minimalist program (Chomsky 2000, 2001).

i) **The subject of a CG may be an empty category (standardly analyzed as a PRO) or an overt DP:**
English:

(16)   a. Jack worried about ***PRO being*** late for dinner
        b. Jack worried about ***John/him being*** late for dinner.
        Manipuri:

(17)   a. Tomba-nə   ***PRO*** ca-bə   pam-de
           Tomba-NOM   eat-NMLZ   like-NEG
           Tomba does not like (PRO) to eat.

        b. Tomba-nə   ***ma-bu***   ca-bə   pam-de
           Tomba-NOM he-ACC   eat-NMLZ eat-NEG
           Tomba does not like him to eat.

ii)   **CGs need to satisfy a Case requirement:**
            English:

(18)   a. *Mary talked about [(that) John moved out]

        b. Mary talked about [John moving out]
        Manipuri:

(19)   a. *Tomba-nə   [əi-nə   catpə   haibə]   pammi
            Tomba-ACC   I-NOM   going   say-Quatative   like

        b. ma-nə   [Tomba-nə   cətpə-gi mərəmdə]   wari sai
            I-NOM   Tomba-Nom   going-Gen about   story tell

iii)   **CGs do not behave as Exceptional Case Marking (ECM) complements:**
            English:

(20)   a. Mary believes [Paul to be smart]

        b. *Mary believes [John being smart]
        Manipuri:

(21)   a. Tomba-nə   Ibemma-bu phəjə-i thajə-i

        b. *Tomba-nə   Ibemma-bu phəjəbə thajə-i

iv)   **CGs can never occur as complements of subject raising verbs although they can occur as a single constituent in the subject position of raising predicate:**
       English:

(22)   a. *John appears [liking Mary]

        b. [(John) talking to Mary] seems impossible.
        Manipuri:

(23)   a. *Tamcha-nə   Chaobi-bu pambə   ui
            Tomcha-NOM   Chaobi-ACC liking   appear

        b. Tomcha-nə   Chaobi-də   phubə oithok-te
          Tomcha-NOM   Chaobi-DAT beating   possible-NEG
             It seems impossoble [that Tomcha beats Chaobi]

v)   **The subject position of a CG must be filled in the course of derivation, either by a lexical DP (a) below, or by a pure expletive (b) below to satisfy the EPP requirement:**

(24)   a. Paul prefers [Paul$_i$ swimming in the morning].

        b. Bill enjoys [there being many people at the party]
        Manipuri:

(25)   Khomei [ayuk-tə   Khomei$_i$ iroibə]   pammi
         Khomei   morning-LOC   swimming   prefer

4.2   Minimalist Approach of CG

       Pires (2006: 39) proposed three hypotheses regarding the properties of CGs in English:

(26)   a. The inflectional head corresponding to -ing in English in CGs carries a feature specification that forces the occurrence of CGs in positions accessible to Case valuation;

b. In the derivation of a CG, the Case feature of its external argument DP can be valued within the CG itself (25a & 26a below);

c. The external argument DP can move out of the CG before the CG can value the Case feature of this DP. This yields a null-subject CG (a CG with a control PRO subject, in standard term) (25b & 26b below).

(27)   a. Sue   prefers [John/him   swimming]

        b. John prefers [swimming]

(28)   a. Tomba-nə [Khomei-bu/ma-bu   irujəbə]   pammi

        b. Tomba-nə [irujəbə] Pammi

Under this approach, the head T of the CG itself will be a goal for Case valuation, i.e., the -ing in English and the suffix -pə/-bə in Manipuri and the nominative case is assumed to be realized as a default case marker in this non-finite gerundial clauses.

At this stage, adopted approach to overt syntax explores certain core aspects of the architecture proposed in Chomsky (2000, 2001) in terms of phrase structure, Case, Φ-feature and A-movement to subject position. Case and Φ-feature valuation are taken to apply as a consequence of the operation *Agee:*

Agree "establishes a relation (agreement, case checking) between an LI [lexical item] α and a Feature F in a search space (its [the LI's] domain)"
(Chomsky 2000:102); (LI α is the Probe; Feature F is the Goal).

Match: Probe and Goal need to have a subset of their features in common (Φ-feature here).

Now let us derive the following CG:

(29)   John prefers   [John   swimming]   (English)
        Tomba-nə   [Tomba-nə   iroiba]   pammi   (Manipuri)
        Tomba-Nom   Tomba-Nom   swimming like

It is proposed that the null subject in such cases results from A-movement of the embedded CG subject to the matrix clause. The Ɵ-roles can be assigned through movement and not only by first merge (cf. Boskovic 1994, Lasnik 1995, Boskovic and Takahashi 1998). Ɵ-roles

can also be assigned in the course of derivation, and are satisfied not in a configuration, but in a set of configurations (i.e. transformationally).

(30) Tomba-nə iroibə   pammi

    a.   [$_{T'}$ AGR   [$_{vP}$ ~~Tomba-nə~~ iroiba]]
                                              [Φ/Case$_{AGR}$ Ө/Case

    b.   [$_{TP1}$ Tomba-nə [$_{T'}$ AGR [$_{vP}$ ~~Tomba-nə~~ iroibə]]]
                              [~~EPP/~~ Φ/Case$_{AGR}$ [Ө/Case   ]]]

    c.   [$_{vP}$ Tomba-nə [$_{v'}$ [$_{TP1}$ ~~Tomba-nə~~ [$_{T'}$ AGR [$_{vP}$ ~~Tomba-nə~~ iroiba] pammi]]]]]
                      [2Ө/Case   ~~EPP/~~ Φ   [Ө   ] ~~Case~~ $_{AGR}$]]]]]]

    d.   [$_{TP2}$ Tomba-nə   [$_{T'}$ [$_{vP}$ ~~Tomba-nə~~   [$_{v'}$ [$_{TP1}$ [$_{T'}$ AGR [$_{vP}$ iroibə] pammi]]]]]]]
              [~~Φ/Case/~~ ~~EPP~~   [2Ө   [~~EPP~~ /Φ   [$_{vP}$] ~~Case~~$_{AGR}$]]]]

As *Tomba* enters Match/Agree with AGR in (27b), *Tomba* values the Φ-set of AGR by Agree and moves to Spec TP1 for EPP satisfaction. But, since AGR still has an uninterpretable Case feature at the point in (30b), Case valuation of the embedded subject DP remains to take place.   When the matrix v is inserted in the derivation, the embedded CG is assigned the propositional internal Ө-role of the matrix verb (30c). When the matrix v enters the derivation, it attracts the embedded DP *Tomba* and assigns an experiencer Ө-role to it. The matrix v then Matches/Agrees in Φ-features with the AGR in CG and values the uninterpretable Case feature (C$_{AGR}$) that AGR still carries (30c). Finally, *Tomba* moves from matrix [Spec, vP] to check/value its own uninterpretable Case feature and the EPP and Φ-features on TP2 (30d).

    e.

Tomba-nə   iroibə
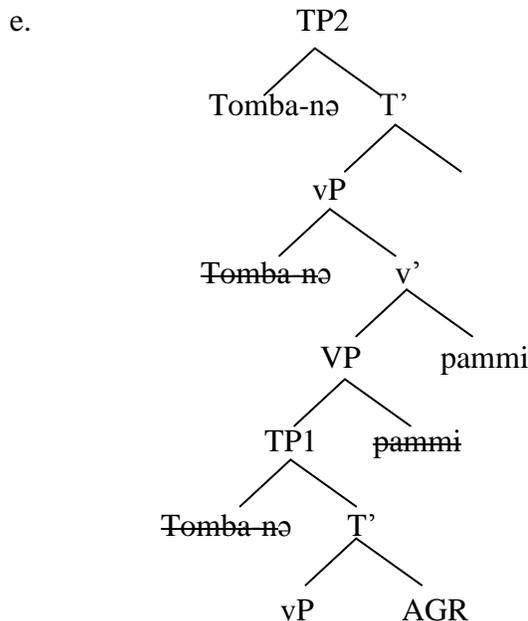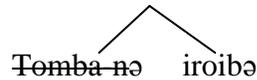
What can be further explained from the above literature is that the Nominalizer -ba carries a feature specification that forces the occurrence of CGs in positions accessible to Case valuation and the external argument DP, i.e., *Tomba-nə* of the CG carry an uninterpretable Case feature that needs to be valued. Manipuri has no Φ-features on TP and the Φ-features agreement is not taken into consideration. We assume that the Nomializer is the head of the CG and the CGs lack CP projection as shown in (17a). The embedded subjects of CG display the same case marking as subjects of tensed clauses. The clausal gerunds depend upon an ouside functional head (T) to licence the overt subject via sequential derivation.Here, the head T of the CG is the goal for Case valuation. Specifically, when the matrix v is inserted in the derivation (30c), it carries an external Ө-role and an uninterpretable Case features allowing it to enter into the Match/Agree operation that will value the case of the embedded CG. As Pires (2006: 46) suggests, the ordering steps in the derivation above can be fully compatible with cyclicity as defined in Chomsky (1995a:233), satisfying at all points: At the point where v is inserted in the derivation (30c), v assigns a thematic role to the embedded DP, which further moves to the external argument position of matrix vP. What is to be noted is that before the derivation leaves the matrix vP cycle, the matrix v values its uninterpretable Case feature of the embedded CG. Furthermore, the embedded DP and the embedded AGR (being in the same minimal domain within the embedded clause) are equidistant from the probing matrix v, being accessible to the operations that take place at the point where matrix v is inserted in (30c). And, the strong phase contains AGR, the embedded DP, and the matrix v, providing the clue that these three elements are responsible for the derivation to converge in an effective way. The fact that sequential derivational steps of Ө-role assignment and Case valuation are entirely restricted shows that this is the convergent derivation.

5.0   Conclusion

This paper shows that verbal nouns also exhibit verbal properties and they are clausal. Also it is shown the distributive restrictions of CGs on the source of the interaction between Case and AGREE valuation is on the ground of limited possibility of A-movement out of a CG.

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Leadership in the Secular World
21 Laws and More

Steven Eliason

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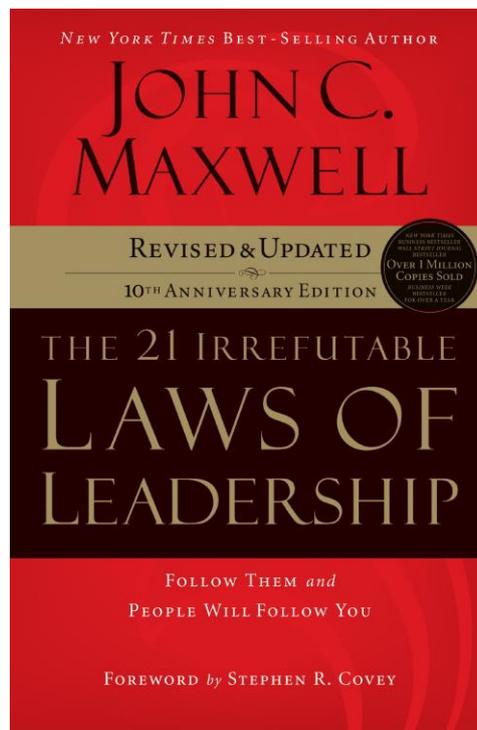
Abstract

This paper discusses *The 21 Irrefutable Laws of Leadership* by John Maxwell from a perspective of intercultural living and communication. Religious and social service in the Philippines undertaken by the author of this article provides meaningful insights and these are applied to elucidate the usefulness and applicability of these 21 laws for intercultural living and communication.

Key words: 21 laws of leadership, intercultural living, intercultural communication, religious and social service

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Leadership in the Secular World 21 Laws and More   310

John Maxwell's Insights

John Maxwell is known all over the world for his insightful descriptions of leadership laws. Millions have benefited from reading his books of self-help, self-discipline and work ethic, which mold leadership and enable us to be leaders in our own domains. His active involvement as a pastor continues, but his writings are couched in a language and style which employ religion-neutral terms and this helps draw millions from the secular world to read his books and benefit from his teaching.

Demands of Globalization on Nations and Individuals

No nation is free from the impact of globalization in the present world. No community can afford to ignore the trends in globalization. No individual can aspire to promote his or her own career without leadership qualities and solid work ethic. It is not just the competition that forces us to acquire true and abiding skills throughout our life. In the very nature of life these days, there is an insistence upon all of us to be conscious about what we need to do ourselves to improve our skills, income and ways of living. More than ever, success in life is now seen to be possible only if the individuals take adequate initiative to achieve it. In some respects, this focus only on individual effort is an unfortunate turn in our world view, but current trends of globalization of economy, services, education and so on seem to move in this direction.

Restoration of Balance

As a social and religious worker serving rural communities in the Philippines for over two decades, I always admired the strength of social commitment in these communities. Even as social needs are attended to, individuals were/are not left behind. With the urbanization and globalization of every activity including business and education, there seems to be an

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Steven Eliason
Leadership in the Secular World 21 Laws and More   311

uneven balance these days. I believe that the leadership qualities identified and described by Maxwell will give a sense of balance to the communities and the individuals impacted by globalization.

Courtesy: http://www.n2growth.com/blog/leadership-interview-john-maxwell/

John Maxwell's Life Sentence

John Maxwell has a mandate, a "life sentence" as he describes it, "to add value to leaders who will multiply value to others" (p.258). In this 10th anniversary edition of his classic leadership manual, Maxwell elaborates on an updated list of laws that govern the effectiveness of leaders. He presents 21 laws and brands them "irrefutable".

1. The Law of the Lid

"The Law of the Lid" is basically a defense of the idea that leadership has a direct correlation to the effectiveness of any organization. Negative consequences will occur if a leader attempts to lead in any way that is contrary to any of these laws. Leadership is a type of ceiling, cap or lid to growth, which impacts the people serving under him.

2. The Law of Influence

"The Law of Influence" brings clarity to what leadership is supposed to do: be a compelling force for positive change. "The best way to test whether a person can lead rather than just manage is to ask him to create positive change. Managers can maintain direction,

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Steven Eliason
Leadership in the Secular World 21 Laws and More   312

but often they can't change it." (p.14) Mother Theresa was used as an example of how someone does not need position, wealth or heritage to be a true leader. Influence, and therefore leadership, comes from at least seven factors: 1) Character – Who they are, 2) Relationships – Who they know, 3) Knowledge – What they know, 4) Intuition – What they feel, 5) Experience – Where they've been, 6) Past Success – What they've done, and 7) Ability – What they can do (p.16-18).

3. The Law of Process

"The Law of Process" emphasizes that there is no quick fix or instant method of becoming a better leader. But one should be encouraged to look at such learning as a habit of life, and that the rewards are similar to compounding interest on an investment. Being able to continue to develop and improve one's self, especially the qualities of leadership mentioned in this book, is what will make one a leader instead of a follower. It is easier to emphasize events over processes, much like a Christian's sanctification. Each has their place, but there are distinct differences. "An event – Encourages decisions, motivates people, is a calendar issue, challenges people, is easy; A process – Encourages development, matures people, is a culture issue, changes people, is difficult…If I need to be inspired to take steps forward, then I'll attend an event. If I want to improve, then I'll engage in a process and stick with it." (p.26)

4. The Law of Navigation

"The Law of Navigation" uses the illustration of a journey to demonstrate that "A leader is one who sees more than others see, who sees farther than others see, and who sees before others do." (p.38) Practices of a good navigator include drawing on past experience, examining conditions before making commitments, listening to what others have to say and making sure their conclusions represent both faith and fact. "The secret to the Law of Navigation is preparation." (p.45)

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Steven Eliason
Leadership in the Secular World 21 Laws and More   313

5. The Law of Addition

"The Law of Addition" means that the leader is fulfilling his role when those who work with him genuinely benefit, grow, or have value ADDED by working with him. We add value to others when we: 1) Truly value others, 2) Make ourselves more valuable to others, 3) Know and relate to what others value ("Listen…learn…lead"), and 4) Do things that God values.

6. The Law of Solid Ground

"The Law of Solid Ground" is a challenge to leaders to examine their character to see if they are trustworthy. Maxwell says, "How important is trust for a leader? It is THE MOST IMPORTANT THING" (p.61). So while developing professional skills is important, it is MORE important to focus on qualities of integrity, authenticity and discipline. "To develop your integrity, make a commitment to yourself to be scrupulously honest. Don't shave the truth, don't tell white lies, and don't fudge numbers. Be truthful even when it hurts. To develop authenticity, be yourself with everyone. Don't play politics, role play, or pretend to be anything you're not. To strengthen your discipline, do the right things every day regardless of how you feel." (p.70)

7. The Law of Respect

"The Law of Respect" is a true test of leadership because the qualities that define it have been demonstrated. Harriet Tubman was given as an example of one who would have been an unlikely candidate for leadership, but by acting as a leader in the Underground Railroad movement to free slaves, she earned the respect of friends and enemies alike. Ways leaders gain others' respect is: 1) Possessing natural leadership ability, 2) Respecting others (Pattern – "When people respect you as a person, they admire you. When they respect you as a friend, they love you. When they respect you as a leader, they follow you."), 3) Acting courageously ("A leader does not deserve the name unless he is willing occasionally to stand

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Steven Eliason
Leadership in the Secular World 21 Laws and More   314

alone."), 4) Demonstrating success, 5) Relating to others in a loyal manner, 6) Adding value to others (p.79-81).

8. The Law of Intuition

"The Law of Intuition" is probably the most difficult to learn because it flows out of a mindset, a view of the world, that is made up of innumerable ideas, experiences and natural tendencies. Maxwell says that "People are intuitive in their area of strength" (p.88), so a naturally gifted leader sees situations, trends, resources, people and themselves from a paradigm of leadership. Intuition is needed due to the complexity of factors that impact decisions related to change. And since "Improvement is impossible without change," (p.99) a leader must often make decisions without being able to take into conscious consideration all the factors that impact the truth of a situation. Any evaluation like this must include the "gut instinct" every leader has or has nurtured.

9. The Law of Magnetism

"The Law of Magnetism" is a law that explains the nature of most of the people who work with you. In missions, this is the "homogeneous" principle, the truth that people like to be with people who are most like themselves. It is these "common ground" characteristics that challenge leaders to be better leaders because "The better leader you are, the better leaders you will attract." (p.110) Common ground characteristics include: 1) Generation, 2) Attitude, 3) Background, 4) Values, 5) Energy, 6) Giftedness, and 7) Leadership ability.

10. The Law of Connection

"The Law of Connection" is really a law of communication and relationship. It is the leader's responsibility to take initiative to make these connections as was demonstrated by the example of George Bush − Good after 9/11, Bad after Hurricane Katrina. Guidelines for connecting include: 1) Connect with yourself first, 2) Communicate with openness and sincerity, 3) Know your audience, 4) Live your message, 5) Go to where they are, 6) Focus

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Steven Eliason
Leadership in the Secular World 21 Laws and More   315

on them, not yourself, 7) Believe in them, 8) Offer direction and hope (Napoleon- "Leaders are dealers in hope").

11. The Law of the Inner Circle

"The Law of the Inner Circle" deals with the reality that all leaders have limited capacity so the only way to increase capacity is to multiply companions. Mother Theresa is quoted as saying, "You can do what I cannot do. I can do what you cannot do. Together we can do great things." (p.129) Who are these people, and who SHOULD they be? Questions to determine qualifications for your inner circle include: 1) Do they have high influence with others? 2) Do they bring a complementary gift to the table? 3) Do they hold a strategic position in the organization? 4) Do they add value to me and to the organization? ("As iron sharpens iron, friends sharpen the minds of each other" [Proverbs 27:17]) 5) Do they positively impact other inner circle members?

12. The Law of Empowerment

"The Law of Empowerment" is a test of the self-confidence of a leader because it means surrendering control, which is normally based on one's position. Two children's games were used as examples of the natural tendency to command control and lead by virtue of position. "King of the hill" (knock all others down so you can stay on top of the hill and lead) and "Follow the leader" (do things others can't do to separate yourself from them and therefore become more powerful) are each contrary to the Law of Empowerment. Theodore Roosevelt said, "The best executive is the one who has sense enough to pick good men to do what he wants done, and self-restraint enough to keep from meddling with them while they do it." (p.144)

Some barriers to empowering others include: 1) Desire for job security (paradox of this Law- "the only way to make yourself indispensable is to make yourself dispensable"), 2) Resistance to change ("Change is the price of progress. That's not always easy to live with."),

Language in India www.languageinindia.com ISSN 1930-2940 14:9 September 2014
Steven Eliason
Leadership in the Secular World 21 Laws and More   316

and 3) Lack of self-worth (p.146-148). By believing in people and entrusting them with both responsibility and authority, you, your organization and those empowered will benefit by expanding capacity.

13. The Law of the Picture

"The Law of the Picture" describes a principle that any good vision needs to be demonstrated by the leader in order to be embraced by others. It is untrue that a leader only needs to be a visionary, "Great leaders always seem to embody two seemingly disparate qualities. They are both highly visionary and highly practical." (p.158) Maxwell suggest four modeling insights for leaders to remember: 1) Followers are always watching what you do, 2) It's easier to teach what's right than to do what's right (Norman Vincent Peale – "Nothing is more confusing than people who give good advice but set a bad example"; leaders should be tour guides [taking people with them], not travel agents [telling people where they can go]), 3) We should work on changing ourselves before trying to improve others, 4) The most valuable gift a leader can give is being a good example. New York's Mayor Rudy Giuliani modeled leadership after 9/11, which served as an inspiration, bringing hope to his city and the whole nation.

14. The Law of Buy-In

"The Law of Buy-In" establishes the chronology for a leader's attention. Without first possessing qualities worthy of emulation and demonstrating a commitment to the vision, no grand vision (however well communicated) will touch the hearts and minds of others. Without Gandhi's example of non-violence (which brought independence to India, inspired Martin Luther King, Jr. to do the same in the United States and eventually Cory Aquino in the Philippines through "People Power"), his compatriots would not have followed him. The principle is that "The leader finds the dream and then the people. The people find the leader and then the dream." (p.170)

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Steven Eliason
Leadership in the Secular World 21 Laws and More   317

15. The Law of Victory

"The Law of Victory" defines the attitude a leader must have – an unwillingness to accept defeat. Winston Churchill is put forth as an example, "You ask, 'What is our aim?' I can answer in one word: Victory – victory at all costs, victory in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival." The mindset of such a leader is this: "Leadership is responsible. Losing is unacceptable. Passion is unquenchable. Creativity is essential. Quitting is unthinkable. Commitment is unquestionable. Victory is inevitable." (p.183) This does not mean that every battle or project must conform to a leader's exact expectation, but accepting the mandate to succeed must be wholly embraced by a leader to be effective.

16. The Law of the Big Mo

"The Law of the Big Mo" demonstrates the compounding aspect of leadership done well. Momentum in a positive direction has multiple benefits, although negative direction also compounds negatively, just like borrowing money. It tends to exaggerate whatever characterizes the success or failure of an athlete, artist or businessman. When things are going well, momentum makes leaders look better than they are. Maxwell himself admits he has momentum – "Often I say that when I started my career, I wasn't a bad as people thought. Today, I'm not as good as people give me credit for." (p.199)

Momentum actually allows any performer to excel beyond their normal capacity. Following Newton's first law of motion (Law of inertia - objects at rest tend to stay at rest, but objects in motion tend to stay in motion), it is far easier to direct anyone or group if momentum is working in your favor than if things are standing still. This makes momentum the most powerful quality to incorporate change. Momentum mustn't be thought of as some

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Steven Eliason
Leadership in the Secular World 21 Laws and More   318

mystical feeling; it is the leader's responsibility to do all he can to facilitate it, and it must begin within himself.

17. The Law of Priorities

"The Law of Priorities" is a principle that seeks to qualify work instead of just quantifying it. The typical American response to "How are you doing?" is usually "Fine", but often it is "Busy." That answer will not do for the effective leader. Maxwell suggests that prioritizing qualifies activity, delineating between primary and secondary use of time. Guidelines for determining priorities are "requirement, return, and reward." (p.210) The first "R" will tell you what you need to do and what others need to do. This demonstrates the value of a clear job description. The second "R" qualifies further what you should focus on among these requirements, which are the areas of your strength and expertise. The third "R" deals with personal satisfaction, which provides a leader with the necessary passion and motivation to keep working.

18. The Law of Sacrifice

"The Law of Sacrifice" draws attention to a truth that is not a pleasant one but is an essential one. Success doesn't come without sacrifice, without giving something else up in order to achieve. A leader must anticipate that others will expect him to demonstrate sacrifice, leading the way in this, giving up privileges and rights whenever necessary. And although there will be seasons of greater or lesser sacrifice, it should be expected to be standard operating procedure. The greatest sacrifice will be required of those with the highest level of leadership (Jesus for example!).

19. The Law of Timing

"The Law of Timing" shows how dramatic consequences can be if a leader delays decisive action or acts prematurely. This is especially true in war or dealing with natural disasters. A leader cannot be expected to lead well in such situations without several

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Steven Eliason
Leadership in the Secular World 21 Laws and More   319

qualities: 1) Understanding – This means pursuing awareness of as much pertinent information as possible, 2) Maturity – A leader must act unselfishly so no one can question his motives, 3) Confidence – This is the outcome of the first two qualities, and the result of previous success, 4) Decisiveness – Once a direction has been decided upon based on the best information available, no alternatives should be considered unless new information is received, 5) Experience – This brings a sense of hope based on a leader's wisdom or the wisdom of those he trusts, 6) Intuition – This intangible depends on the leader's practiced ability to read situations, trends, resources and people, and simplifies the complicated, 7) Preparation – The daily discipline a leader must possess will serve him well in the season of trial and equips him to change what needs changing when they need changing.

20. The Law of Explosive Growth

"The Law of Explosive Growth" describes what happens when a leader seeks to multiply leaders. "If you develop yourself, you can experience personal success. If you develop a team, your organization can experience growth. If you develop leaders, your organization can achieve explosive growth." (p.249)

The difference between addition and multiplication is the way Maxwell illustrates the difference in focus between leaders who attract followers and the ones who develop leaders. To develop leaders, a leader needs to have a commitment to training successors, ones who they can confidently yield their leadership position.

The leader must also concentrate on developing the top 20% of his people, not the weakest ones who clamor for attention due to their neediness. As he does with himself, a leader nurturing leaders focuses on their strengths, not weaknesses. There is no equity in either the time invested or opportunities given between potential leaders and ones without

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Steven Eliason
Leadership in the Secular World 21 Laws and More 320

potential; it is inherently "unfair". The benefits to such an approach result in multiplied growth and expanded impact.

21. The Law of Legacy

The final law is "The Law of Legacy." This is the ultimate in long range thinking, for it looks beyond your direct impact and relies completely on your indirect impact into the future. To do this a leader must first decide what he wants people to remember about him and then live life with that objective in mind. Mentoring successors is another big part of this preparation including a surrender of leadership authority and position. Jackie Robinson is quoted in the context of the sacrifices he made while integrating professional baseball - "A life isn't significant except for its impact on other lives." (p.264)

Imparting Leadership Skills

Maxwell's Laws of Leadership are all based on the observation that "Leadership determines the success of the organization." (p.267) Regardless of one's level or type of leadership, following these laws should empower anyone to improve their capacity to lead, have a positive impact on those they work with, and therefore also positively impact themselves.

That leadership can be a learned skill must be recognized first, from my point of view. Millions in Africa, Asia and Latin America still continue to suffer in poverty. Millions in a rich nation like the United States also live in poverty. Under such poverty conditions children may have difficulty in taking initiative to become leaders. They need to be taught and encouraged to acquire and assume leadership characteristics.

While scriptural texts help many as part of their upbringing, for example, the leadership model of Jesus with humility, love and suffering and emphasis on hardwork,

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Steven Eliason
Leadership in the Secular World 21 Laws and More   321

sincerity of purpose, sympathy and such everlasting values, many outside the religious domain will have to learn the leadership skills in their schools.

Unfortunately, in my work in Asia both as a religious and social worker, I saw that there was no adequate emphasis on the acquisition of these skills. Traditional values are taught through poetry and recitation of verses. However, these usually remain as text to memorize and pass the examination in schools. At least at the level professional training in colleges and institutes we need to integrate modes of leadership acquisition and demonstration of such skills in actual conditions so that graduates will be ready to enter the job market in global conditions and lead their team and businesses to success even as they serve their community.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Steven Eliason
Leadership in the Secular World 21 Laws and More   322

Mobil Phone and Its Impact on the Performance of University Students

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Abstract

Mobile phone is an important innovation of the present period. Mobile phone is commonly used in Pakistan in new millennium. Moreover, it has reduced the distance among individuals and made social interaction often fast. It is one of the greatest technologies of the 21st century. Mobile phone has become a phenomenon and an addiction: to own at least one cell phone. It has now become a part of daily life and without mobile phones; people would be lost in this high-tech world. The Present study was designed to investigate the impacts of mobile on the performance of the students. The overall objective of the study is to explore the impacts of mobile on the academic performance of the students.

The universe of the present study consisted of Government College, Faisalabad. Simple random sampling technique was used to select 120 respondents i.e. 60 male students and 60 female students consisting of two departments, Sociology and Chemistry Departments. The interviewing schedule was used as appropriate tool to get the required information. Tool was developed in the light of the objectives of the study; using English Language, the second language.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Khizar Hayat, Sumrah Arshad and Jaffar Hussain
Mobil Phone and Its Impact on the Performance of University Students   323

Mobile phone usage reduced the face-to-face interaction. The respondents said that the usage of mobile phone was satisfactory technology because mobile phone gave more information regarding their study and duration of exams. Majority of the respondents said that the usage of mobile phone did not affect much on the academic performance because they turned off their mobile phone during the examination period.

Key Words: Interaction, Mobile phone, Phenomenon, Performance

Introduction

Mobile phone is an important innovation of the present period. Mobile phone is commonly used in Pakistan in new millennium. Moreover, it has reduced the distance among individuals and made social interaction often fast. It is one of the greatest technologies of the 21stcentury. Mobile phone has become a phenomenon and an addiction to own at least one cell phone. It has now become a part of our daily life and without mobile phones; we would be lost in this high tech world (Mustafa, 2007).

The use of cell phone among young people has been on the increase since the late 1990s.The Internet research study found that about 33% of teens had a mobile phone in 2005. Almost 64% said that they sent text messages as a routine work. Moreover, the young people including boys and girls use cell phones to text their acquaintances. Youngsters having age below twenty-use cell phone more than the aged or adults do. Sill European young generation is more inclined to use cell phone than Americans do (Lenhart et al., 2005). Mobile phones are getting popularity day by day in our society. There is another trend and that is using disposable cell phones. Those are easy to handle and treat. These are very thin and slim, having three credit cards, made of paper mainly.

Such phones are cheap also i.e. costing a dollar or less than it does, with the airtime for educational uses likely subsidized by carriers and others (Stone, 2004).

Nearly ninety-six percent of the mobile users use internet on their cell phones sitting in their homes and schools or offices. Thirty seven percent of the mobile credit consumers use

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Khizar Hayat, Sumrah Arshad and Jaffar Hussain
Mobil Phone and Its Impact on the Performance of University Students   324

monthly internet packages at public places. Researchers prove that Pakistanis are more inclined to use new and novel technologies on the cell phones. Using video, audio services, exploring new things and adventures is Pakistanis' favorite hobby. They spend lot of time in doing such activities. They use internet on T.V and Phone lines also. Cell phones also provide them mini t.v, laptops, iPod, iPad, tabs etc. This study shows that 48% of consumers do not use any wireless data on their mobile phones because of lack of suitable content. 45% of those surveyed population said mobile internet does not provide them information or value (Bilal, 2008).

Youngs (2001) stated that communication between people and people are easier and fast through mobile phone technology. However, using cell phones also have disadvantages. Like wasting of time, surfing illegal sites, spending time on watching and opening nude sites and immoral materials. It also causes health deficit. Radiation and wave linking is also produced by cell phones and its putting under the pillow. Headache, and faults in hearing and listening skill is also given by cell phones and its use. Problems regarding health are still under observation; experts are creating and trying evidences for and against the phenomenon. Cell phone users are strictly advised not to use cell excessively and over whelmingly. They are also advised to reduce the cell phone addiction. That has become social problem. Mobile phones addiction is a big social problem. Psychiatrists believe that Mobile phone addiction is becoming the biggest non-addiction in the 21st century.

Taylor and Harper (2001) state that cell phones and its use have special place and impact in students' life and their academic performances specially. Reports say that they use cell phones to send text message, to call, to interact with their friends. They text their friends to extend them their best wishes on special days and celebrations. Some teachers reported that students use cell phones even in classroom as well. They are so much so addicted that they are not ready to leave it even for the sake of their studies.

On the other hand, some teachers and researchers report that students use cell phones to take assistance from their friends about their studies, and their academic affairs. In Addition, cell phones help them a lot in pursuing the study matters. Cell phones assist them in building social

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Khizar Hayat, Sumrah Arshad and Jaffar Hussain
Mobil Phone and Its Impact on the Performance of University Students 325

relations: relations with their friends, colleagues, teachers, seniors, juniors, and experts of their respective fields. Male youngsters and mature men are more inclined towards cell phones and its other accessories than the girls are and mature women are. They said the men reported to begin spending more time in their late adolescence and reached on peaks in their mid-20s. An adjunct research associate of Clarity Innovations Inc. reported that cell phone has challenged the techniques to prevent cheating in the classroom and exams. It has brought arrogance among the students, which forbids them to respect and follow their teachers. It can help them in cheating through text messages, voice message, pictures, and phone calls. Classroom discipline is another problem, which is raised by cell phones. Teachers say that students take pictures and browse internet while sitting in the classroom.

Motlik (2008) researched and came to find that role of mobile phones is increasing day by day in the sector of education. He further stated that developing countries are more in grasp of cell phones as compared to developed countries. Researchers also state that there is need to minimize the role and use of mobile phones in the studies and academic affairs. As students themselves accept that, they rely on cell phones more than they do on other ways of exploring things. The excessive use of mobile phones have compelled authorities to launch policies that may forbid students to use cell phones in classroom and even in the institutions, if not totally banned, to large extent. Teachers also try to enforce no use of cell phones in the institutions and many teachers have to tally banned cell phones in the academic scenario.

Parents and teachers and academic authorizes are equally influenced by the use of cell phones. They all are perturbed that if students' self-control ability is not enhanced they would be more inclined to cell phones. At the same time, it may be too costly. Adopting the cell phone usage equally effects the attitudinal level of users. Thus, early adopters show higher subjective involvements with the new technology by asserting that they cannot imagine life without cell phone handsets and that they consider it as an essential part of their "style of life," or that cell phone communication has improved substantially their social life. In contrast to the behavioral and social aspects, both genders are similarly affected by such psychological correlates.

Statement of the Problem

Mobile phone and its impact on the performance of university students.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Khizar Hayat, Sumrah Arshad and Jaffar Hussain
Mobil Phone and Its Impact on the Performance of University Students   326

Hypotheses

Following hypotheses were constructed to show the relationship between independent (Mobile phone and its use) and dependent (Students' studies and academic performances) variables.

- Mobile phone and its use are essential for students' study affairs.
- Extra use of mobile phone affects the studies and academic performances of the students.

Objectives of the Study

- To investigate the influence of mobile phone on student`s educational performance.
- To find out that Mobile phone and its use are essential for students' study affairs.
- To investigate that extra use of mobile phone affects the studies and academic performances of the students.

Methodology

The methodological techniques and ways of analyzing the observations play a significant role in social research. Social scientists now use the sophisticated methodological tools and techniques in social research. Therefore, methodology is a frame for researcher. "The methodology is a system of explicit rules and procedures upon which research is based and against which the claims for knowledge are evaluated (Nachmias and Nachmias, 1992)".

The present research was conducted in Government College University, Faisalabad. The universe of the present study consisted of Government College, Faisalabad. A multi-stage sampling technique was used to draw the sample (Nachmias and Nachmias, 1992). At first stage, two faculties were selected out of four faculties randomly. At the second stage, two departments namely Department of Sociology from Faculty of Arts and Social Sciences and Department of Chemistry from faculty of Science and Technology were selected randomly. At third stage, a sample of 120 respondents was selected from these two departments i.e. 60 from each by using simple random sampling technique. Simple random sampling technique was used to select 120 respondents i.e. 60 male students and 60 female students consisting of two departments, Sociology and Chemistry Departments. The interviewing schedule was used as appropriate tool

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Khizar Hayat, Sumrah Arshad and Jaffar Hussain
Mobil Phone and Its Impact on the Performance of University Students 327

to get the required information. It was developed in the light of the objectives of the study. Simple Percentage and Chi-square test were applied to check the central tendency and to ascertain association between independent and dependent variables. The test-statistic to use is as follows:

$$X^2 = \sum \frac{(\text{Observed frequencies} - \text{Expected frequencies})^2}{\text{Expected Frequencies}}$$

$$X^2 = \sum \frac{(O - E)^2}{E}$$

O = Observed value/frequency

E = Expected Value/frequency

∑ = Total sum

Data Presentation and Analysis

Item No. 1 Mobile phone and its use are essential for students' study affairs.

Education	Mobile phone and its use are essential for students' study affairs.			Total
	To some extent	To great extent	Not at all	
BS/BSC	36	20	8	64
MA/MSC	10	21	8	39
MS/M.Phil.	5	4	8	17
Total	51	45	24	120

Chi – Square = 18.499   **Significant =** .001   **d.f.** = 4

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Khizar Hayat, Sumrah Arshad and Jaffar Hussain
Mobil Phone and Its Impact on the Performance of University Students   328

The chi-square value (18.499) showed a significant association (P = .001) between the independent variable mobile phones and their use and the dependent variable students' study affairs. So the hypothesis "Mobile phone and its use are essential for students' study affairs" is accepted because significance value is smaller than 0.05.

Item No. 2 Extra use of mobile phone affects the studies and academic performances of the students.

Education	Extra use of mobile phone affects the studies and academic performances of the students.		Total
	Yes	No	Yes
BS/BSC	58	6	64
MA/MSC	31	8	39
MS/M.Phil.	11	6	17
Total	100	20	120

Chi – Square = 7.112   **Significant =** .029   **d.f.** = 2

The chi-square value (7.112) showed a significant association (P = .029) between the independent variable extra use of mobile phones and the dependent variable academic performances of the students. So the hypothesis "Extra use of mobile phone affects the studies and academic performances of the students" is rejected because significance value is larger than 0.05.

Results & Discussions

Analysis and interpretation of data are the most important steps for conducting scientific social research. Without these steps, generalization and prediction cannot be achieved which is the basic need in social research. The main indicators i.e. level of education; much usage of mobile phone and the opinion that much usage of cell phone affects the study were used as main variables to measure the impact of mobile phone on the performance of students in the present

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Khizar Hayat, Sumrah Arshad and Jaffar Hussain
Mobil Phone and Its Impact on the Performance of University Students   329

study.

Conclusions

The current research study and its findings show that students give lot of importance to mobile phones and its use. Literature is abound with the study that they spend more of their time in using mobile for making gossips to their friends, watching videos and playing games. They do text messages, use various mobile apps and internet accesses to find and get their desired things. Study also shows that more than half of the students agree that mobile phone is important to greater extent for them. In addition, mobile phones and use affects their studies. Students of B.A./ B.Sc. are more conscious than that of M.A. or M.S. and same opinion they showed about the importance and significance of the mobile phones for their studies. They use mobile phones to assist themselves and their friends in the matters of the studies.

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Khizar Hayat, Sumrah Arshad and Jaffar Hussain
Mobil Phone and Its Impact on the Performance of University Students   330

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
Khizar Hayat, Sumrah Arshad and Jaffar Hussain
Mobil Phone and Its Impact on the Performance of University Students   331

Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu

K. Prakasam & Dr. G. Ravi
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Abstract

Sericulture is one of the rural-based agro industries with global reach. Some unique features of the Sericulture Sector are its rural nature, ecologically and economically sustainable activity for the poor, small and marginal farmers, agricultural labour and women in particular. Sericulture is a labour intensive industry in all its phases. It can generate employment up to 11 persons for every kilogram of raw silk produced. Out of which more than 6 persons are women. In this paper, the cost and return structure of mulberry cocoon production in the major silk producing state in south India namely Erode District in Tamil Nadu are examined, as the stability and sustainability of sericulture enterprise highly depends on its economic viability.

Key words: Sericulture, labour, wages, Tamilnadu

Introduction

Sericulture is one of the rural-based agro industries with global reach. Some unique features of the Sericulture Sector are its rural nature, ecologically and economically sustainable activity for the poor, small and marginal farmers, agricultural labour and women in particular. Sericulture is a labour intensive industry in all its phases. It can generate employment up to 11 persons for every kilogram of raw silk produced. Out of which more than 6 persons are women. The product of sericulture, silk, has social, religious significance in the lives of Indians, since is closely associated with all celebrations of milestones of life in India and South Asia. In addition, sericulture is a very important part of the economics of several states in India such as Assam,Bengal, Karnataka and Tamilnadu. This specialized agricultural industry is also focused on the income and lives of rural women.

Review of Literature

Language in India www.languageinindia.com ISSN 1930-2940 14:9 September 2014
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu332

Studies on Costs and Returns of Cocoon Production

Lakshmanan, etal. (2000) compared economic benefits over investment in rearing bivoltine and crossbred cocoons in their study one economics of bivoltine versus cross breed cocoon production in K.R. Nagar taluk of Mysore district. The study revealed that bivoltine rearing earns higher net returns than crossbred production, owing to climatic suitability, skilled man power and technical guidance received from developmental agencies.

Hajare et al (2008) observed that the contribution from sericulture enterprise was found to be highest at 52 percent (Rs 82315/ha/yr) followed by paddy – sun flower (20 percent)

Soybean –wheat (15 percent) and soybean gram (12 percent) in paddy area, where as it was as high as 54 percent followed by cotton – pigeon pea (17 percent) soybean-wheat (16 percent) and soy bean – gram(13 percent) in cotton area and sustained income continued upto 15-20 years.

Objectives of the Study

1. To study growth rate of Production and productivity of Area under mulberry and cocoon production in Tamilnadu from 2000-01 to 2010-11.
2. To analyze the Benefit-Cost ratio of mulberry sericulture for per Acre in Erode District of Tamil Nadu.
3. To identify the S.W.O.T analysis of the Sericulture Industry in the study area.

Hypotheses

1. There is a fluctuation in growth rate of area under mulberry and cocoon production in Tamilnadu.
2. The Sericulturist gets better yield and income per acre per year.

Methodology

This study was carried out in the major silk producing state in India, namely Erode District of Tamil Nadu was selected for data collection based on the area under mulberry and Silkworm Rearing. The Primary data on economic aspects viz., costs and return in cocoon

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu333

production were collected and randomly selected from the sample farmers through personal interview method by using pre-test interview schedule for pilot study.

Farmers having two year old established mulberry garden were considered for the study. The secondary data were collected during the period 2000-01 to 2010-11 from sericulture Department in Gobichettypalayam and Erode District of Tamil Nadu. For this Analysis of data, the Growth rate of Trend line and Benefit Cost ratio and co-efficient of variation have been worked out in addition the diagrammatic representations have been drawn.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu334

RESULT AND DISCUSSION

Table - 1

Growth Rate of Area under Mulberry and Cocoon Production in Metric Tones in Tamilnadu from 2000-01 To 2010-2011

Years	Area under mulberry in metric tones as on 31st march	%	A.G.R (Average Growth rate)	Cocoon Production in metric tones as on 31st march	%	A.G.R. (Average Growth rate)
2000-01	27651	9.93	-	5138.00	7.54	-
2001-02	23382	8.40	- 15.44	5882.10	8.63	14.48
2002-03	13485.63	4.84	42.32	4005.30	5.87	- 31.91
2003-04	10063.61	3.61	- 25.38	2124.20	3.12	- 46.97
2004-05	12683.05	4.55	26.03	3101.20	4.55	45.99
2005-06	16534.82	5.94	30.37	5224.90	7.66	68.48
2006-07	25107.07	9.02	51.84	7930.50	11.63	51.78
2007-08	35117.42	12.61	39.87	9675.70	14.19	22.01
2008-09	33361.25	11.98	- 5.00	9949.10	14.59	2.83
2009-10	35551.00	12.77	6.56	8587.60	12.59	- 13.68

K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu335

2010-11	45513.40	16.35	28.02	6568.38	9.63	- 23.51
N=11	**X=278450.25**	**100.00**	**___**	**Y=68187.88**	**100.00**	**___**

Source : Compiled from secondary data

N=11 x=278450.25 Y=68187.88

The above table 1 analyses the growth rate of area under mulberry and cocoon production in metric tones in Tamilnadu during the period of 2000-01 to 2010-11. According to it the average growth rate for area under mulberry raised from 2004-05 to 2006-07. Due to the effect of both central and state Seri-cultural department, the growth rate of mulberry raised and the usage of mulberry is enormous. Besides feeding to silk worm (Bombox mori), mulberry is used as a food for rearing cattle, stick of the mulberry leaves is used as fire wood and in foreign countries mulberry leaves are used for preparing tea.

The average growth rate of mulberry came down from 2007-08 to 2009-10. This is due to some farmers uprooting the mulberry plant. (i) negative impact of papaya mealy bug disease of pest on mulberry leaves. (ii) fluctuation of cocoon price. and (iii) crop diversification.

Later the growth rate of mulberry raised due to (i) few farmers planting of the mulberry, with the support, encouragement and guidance of sericulture department.

Like-wise the average growth rate of cocoon production increased from 2004 to 2006. But before this period and after this period the average growth rate was negative and the growth rate was declining owing to the following reasons (i) dumping of Chinese silk into our nation; (ii) government reduced import duties on silk and silk goods; (iii) papaya mealy bug   disease of pest occurred in Tamilnadu; (iv) Tamil Nadu is the 4th place in mulberry production in India; (v) technical service Centre (Seri-culture department) is not established in many of the district in Tamil Nadu; (vi) Frequent changes in cocoon price; (vii) farmers may not be aware of usage of mulberry and raw silk; (viii) the climate condition which required for mulberry planting and silk worm rearing may not be conducive for all the districts of Tamil Nadu; (ix) scarcity of labour power and so only they have used family labour.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu337

Figure - 1

The Growth rate of Area under mulberry and Cocoon Production in metric tones of Tamilnadu

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu338
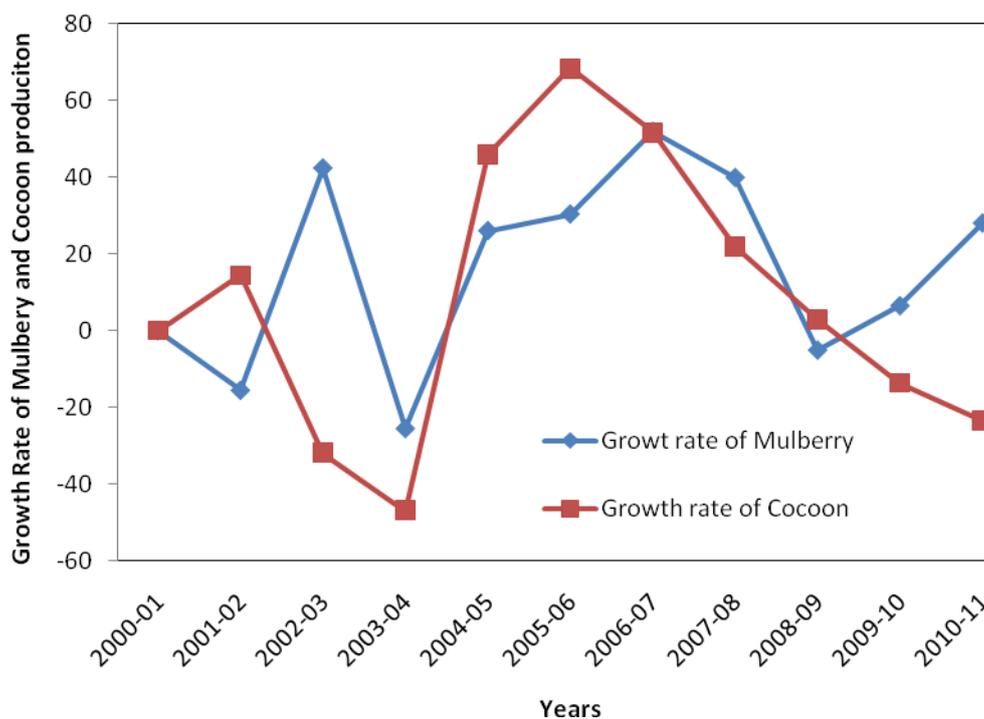
TABLE - 2

Productivity Per (Ha) for Area Under Mulberry Cultivation and Cocoon Production from 2000-01 to 2010-11 in Tamil Nadu

Years	Area under mulberry (Ha) in metric tones	Cocoon Production in metric tones	Productivity of cocoon (kg/Ha) $\overline{X}$	$\overline{x} - \overline{\overline{x}}$ $\overline{x} - 252.86$
2000-01	27651	5138.00	185.82	- 67.04
2001-02	23382	5882.10	251.57	- 1.29
2002-03	13485.63	4005.30	297.01	44.15
2003-04	10063.61	2124.20	211.08	- 41.78
2004-05	12683.05	3101.20	244.52	- 8.34
2005-06	16534.82	5224.90	315.99	63.13
2006-07	25107.07	7930.50	315.87	63.01
2007-08	35117.42	9675.70	275.52	22.66
2008-09	33361.25	9949.10	298.22	45.36

2009-10	35551.00	8587.60	241.56	-11.3
2010-11	45513.40	6568.38	144.32	-138.54
N=11	**278450.25**	**68187.88**	**2781.48**	**- 268.29**
				+ 238.31
			$\Sigma AP =$ 2781.48	- **29.98**

Source : Compiled from secondary data

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu340

$N=11, \quad \overline{X} = 2781.48 \quad \overline{\overline{x}} = 252.86 \quad \sigma = 9.04$

$$\overline{\overline{x}} = \frac{\Sigma AP}{n} = \frac{2781.48}{11} = 252.86$$

$$\sigma = \frac{\sqrt{\Sigma(\overline{x} - \overline{\overline{x}})^2}}{n} = \sqrt{\frac{(-29.98)^2}{11}} = \sqrt{81.71} = 9.04$$

$\sigma = 9.04$

$$C.V = \frac{\sigma}{\overline{x}} \times 100 = \frac{9.04}{2781.48} \times 100 = 0.33$$

C.V = 0.33

The above Table 2 highlights the productivity per (Ha) for area under mulberry cultivation and cocoon production in Tamilnadu from 2000-01 to 2010-11 periods. The productivity of cocoon in kilo gram fluctuated year to year. This is due to (i) crop diversification (ii) fluctuation of cocoon price (iii) scarcity of manpower and (iv) proper guidance and support of technical service centre (Sericulture department) to new cultivators of mulberry and cocoon bearers. The average productivity of cocoon in kilo gram and co-efficient of variation have been worked out, i.e. 252.86 and 0.33 respectively. The variation is meager in percentage 0.33% when the productivity of cocoon production is consistent and vice versa.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu341

Figure - 2

Productivity per/kg/ Ha for Area Under Mulberry Cultivation and Cocoon Production in Tamil Nadu

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu342
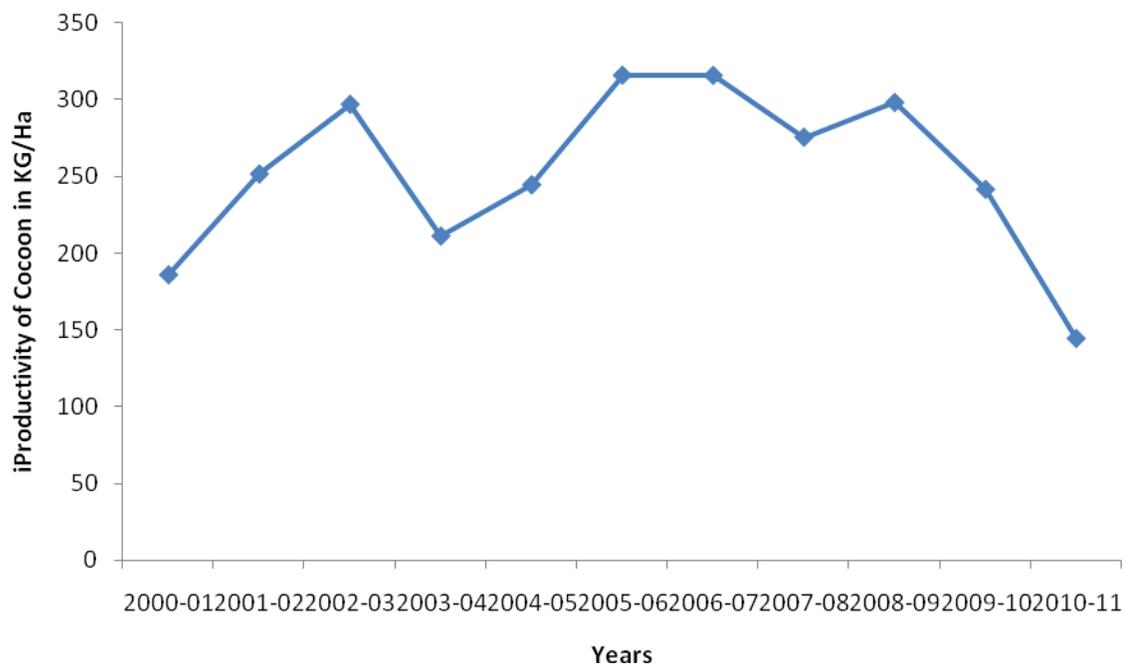
Table No. - 3

Costs of Mulberry leaf production (Rs/acre/year)

S.No.	Items	Tamil Nadu	
A	Operational Cost	Cost	%
1	Bullock	-	-
2	Labour	5494.47	14.46
3	Farmyard Manure	8743.22	23.01
4	Fertilizers	7076.87	18.63
5	Irrigation Water	5859.09	15.42
6	Plant Protection Chemical	3576.87	9.41
7	Other Costs	3437.90	9.05
8	Interest on Working Capital	2159.42	5.68
	Total Variable Cost	36347.84	95.66
B	Fixed Costs	-	-
1	Apportioned Cost of Establishment of Mulberrry garden	1647.88	4.37
	Total Leaf production cost	37995.72	100.00

Source: Compiled from primary data

The above table no 3 has been analysed by the details of cost of cultivation of mulberry garden per acre per year. Cocoon production involves two distinct activities namely mulberry leaf production, which is the food for silk worm, and silk worm rearing. Therefore, the cost of production of mulberry leaf and silk worm rearing to produce cocoon were separately worked out. The total cost of leaf production was Rs.37,995.72 per acre per year in Tamil Nadu. Among the cost components, farmyard mannur and fertilizers were the major items amounting to Rs.15,820.09 per year, which accounted for 23.01% and 18.63% respectively in the total cost of mulberry leaf production.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu343

Mulberry being a perennial crop, the costs incurred on establishment of mulberry garden was apportioned to the economic life span of mulberry garden which was considered as 15 years and accounted as fixed costs in working out the cost of mulburry. The fixed costs was estimated to Rs.1,647.68, i.e. 4.34% of the total cost.

Table No.4

Costs in Silkworm rearing (Rs./acre/year)

S.No.	Items	Tamil Nadu	
		Cost in Rs.	%
	Average number of Disease Free Layings reared	1079.33	
A	Variable costs		
1	Leaf	37995.72	35.09
2	DFLs / Chawkiworms	8702.68	8.04
3	Disinfectants	8472.29	7.82
4	Materials	960.76	.89
5	Labour	35320.42	32.62
6	Hiring charges of mountages	-	-
7	Transportation and marketing	4862.40	4.49
8	Interest on working capital	864.30	.80
9	Total variables costs	97178.57	89.74
B	Fixed Cost		
	Depreciations on building and equipments	11107.11	10.26
	Total Cost (A +B)	108285.68	100
	Cost / K.g. Cocoon	134.58	-

Source: Compiled from primary data

The above table no. 4 has been worked out by the details of the expenditure incurred on different items in silkworm rearing in Erode District of Tamil Nadu. The Tamil Nadu farmers reared more number of eggs (1079.33 DFLs/acre/Year). The total cost of production of cocoon was estimated to Rs.1,08,285.66 in which the variable costs accounted for 89.74%. Among the cost components, leaf was the major items in silkworm rearing,which amounted to Rs.37,995.72

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu344

representing 35.09% of the total cost of cocoon production in Tamil Nadu,followed by leaf, labour were the major cost component, which constituted 32.62% (Rs.35,320.42) of the total cost of cocoon production in Tamil Nadu. As the Tamil Nadu farmers used the mountages owned by them for spinning of silkworm larvae to form cocoon. They did not incur any expenditure on this head. The other variable cost components include transportation and marketing charges, interest on working capital and material costs for cocoon production.

The cost of one kg. of cocoon production was worked out to Rs.134.58.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu345

Table No.5

Revenue from cocoon production (Rs/acre/year)

S.No.	Items	Tamil Nadu
		Revenues
1.	Average Cocoon yield (k.g./100 DFLs)	74.55
2.	Average Cocoon Price (Rs./Ks)	224.47
3.	Cocoon Production (K.g)	804.62
4.	Total Income from Cocoon	1,80,613.05
5.	Income from by products	7486.97
6.	Total Revenue	188100.02
	Total Cost	108285.68
	Net Return	79814.34
	B.C. Ratio	1.74

Source: Compiled from primary data

The above table No. 5 has been shown by the calculation of net revenues from cocoon production in Erode Area of Tamil Nadu. The sample farmers of Tamil Nadu in Erode area attained an average cocoon yield of 74.55 kg / 100 DFLs and their cocoon fetched an average price of Rs.224.47/kg. Thus the total income from cocoon has been arived at of Rs.1,80,613.05 from 804.62 kg. of cocoon production.

The gross revenue, which includes the revenue from sales of cocoon and value of by products generated, worked out to Rs.1,88,100.0.2. The Tamil Nadu farmers obtained the net revenue of Rs.79,814.34 acre/year. The Benefit Cost ratio was worked out to 1.74 in mulbems cocoon production of Tamil Nadu. From this analysis, the second hypothesis has been verified by Benefit – Cost ratio, i.e. the mulburry silkworm rearing is a highly profitable agro based enterprises. Hence, it has been accepted.

Figure 3. for SWOT Analysis in Sericulture Industry

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu346

Sericulture Industry

Internal Environment

External Environment

Strengths
1. Low Gestation High returns
2. High employment potential
3. Women Friendly occupation
4. Ideal Programme for weaker sections of the society
5. Eco- friendly activity

Weakness
1. Inadequate Market
2. Occupational Diseases
3. Unstable cocoon price
4. Lack of awareness about use of By products
5. Indian Silk is low quality and high price

Opportunities
1. Generation of Rural employment and reduction of migration
2. Sericulture department support
3. Value addition and product diversification

Threats
1. Non availability of labour
2. Competitors
3. Unpredictable China's Silk Policies

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu347

❖ The average growth rate of both mulberry and cocoon production came down from 2007-08 to 2009-10 due to negative impact of papaya mealy bug disease of pest which occurred on mulberry leaves.

❖ The average productivity of cocoon in kilogram is 252.86 in Tamil Nadu.

❖ The farm yard manure and fertilizers costs are major component in total cost of mulberry cultivation, i.e. 23.01% and 18.63% respectively.

❖ The leaf and labour costs are the major components in total cost of silk worm rearing. i.e. 35.09%. and 32.62% respectively.

❖ An average cocoon price is Rs./Kg is 224.47

❖ The benefit – cost ratio is to 1.74.

Problems of the mulberry sericulture in the study area

1. The shortage of labourers it was difficult to carryout the sericultural operations as silkworm rearing is labour intensive enterprise.

2. During the summer there was shortage of irrigation water for mulberry garden which inturn reduced mulberry yield thus reducing the number of DFL reared.

3. Fluctuations in cocoon prices.

4. Absence of strict discase control measure.

5. Prevalence of old technologies

6. Poor grading system of cocoons

7. Manipulation by the intermediaries in the trade of raw silk.

8. Lack of efforts to increase area.

9. Decline in the area under mulberry and fluctuations in its production.

10. Failure to capture internal market due to poor quality.

Conclusion

In India, sericulture is not only a traditional but also a living culture. It is a farm-based, labour intensive and commercially attractive economic activity falling under the cottage and small scale sector. It particularly suits rural – based farmers, entrepreneurs and artisans as it rearing low investment, but, with potential for relatively high returns. It provides income and

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu348

employment to the rural poor,especially, farmers with small land holdings and the marginal land holding and weaker sections of the society. Several socio-economic studies have affirmed that the benefit-cost ratio in sericulture is the highest among comparable agricultural crops.

Policy Implications

1. Extension agents should give more importance in Educating farmers about better protection measures and proper disinfection methods.
2. Farmers should be educated about optimal use of labour.
3. Introduce high yielding mulberry varieties.
4. Quality – based pricing should be given.
5. Provide assistance to producers to shift to bivoltine silk.
6. Adopt clusters of villages for better marketing conditions.
7. Impose anti-dumping duty.
8. Implement silk mark in strict manners.
9. Develop pest management measures against various pests of mulberry and silkworm.
10. The farmers must be encouraged to adopt recommended practices and technology to the full extent.

Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu349

===

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Language in India www.languageinindia.com **ISSN 1930-2940 14:9 September 2014**
K. Prakasam & Dr. G. Ravi
Sericulture – An Ideal Enterprise for Sustainable Income in Erode District of Tamil Nadu350